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ABSTRACT

Four environmental education booklets presented in this document comprise the fourth volume of the environmental series developed by community groups around the Tallahassee Junior Museum and its pioneer farm. The focus of the document is on ways to environmental education. Part one presents a mini-history of Tallahassee, its origin, inhabitants, contributions, and people. The second unit, written by headstart teachers, is especially for the very young on getting to know the animals at the junior museum. A summary background of the animals is presented, along with learning activities and questions. The focus of the third unit is on resources and performance involved in ecology. The last unit is a commissary cook book which includes recipes from the pioneer farm. (JR)

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TO ENVIRONMENTAL EDUCATION AT THE TALLAHASSEE JUNIOR MUSEUM

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COMMUNITY LEADERS' TRAINING IN ENVIRONMENTAL STUDIES

July, 1974 - to June, 1975

A CO-OPERATIVE COMMUNITY PROJECT FUNDED UNDER TITLE I
OF THE HIGHER EDUCATION ACT OF 1965

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The instructional materials and activities printed in each of the thirty booklets in this series are the outgrowth of one-week workshops conducted at the Tallahassee Junior Museum. The suggested activities are those of the participants, the project staff, and occasional consultants. The activities are printed and distributed to help environmental educators in a wide variety of community settings and to foster others' creativity. The activities presented and the positions taken on environmental issues represent the views of the authors and not the agencies, groups, and institutions which they represent.

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WAYS TO ENVIRONMENTAL EDUCATION

Volume IV

Edited by:

Rodney F. Allen
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May 1975
The Florida State University

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INTRODUCTION

Environmental education is largely recognized as existing in both formal and non-formal educational settings. Environmental educators have, for the most part, concentrated their efforts within formal education sectors--K through university--and have neglected the many opportunities for public educational adventures where community resources can provide tremendous "ways for environmental education" to happen.

In an effort to exploit this potential, the Environmental Education Project at Florida State University developed a proposal funded under Title I of the Higher Education Act of 1965 designed to glean ideas from active members of the community. The proposal "Adult Community Leaders Training in Environmental Studies" produced a series of booklets containing the ideas, activities and approaches these community groups took in educating their membership or target groups about the environment. Three volumes, each with ten booklets, have been produced. This volume, the final volume for this fiscal year, contains more of these booklets written by community groups.

All of the materials written by participating groups were distributed by those groups and by the project staff. This insured the "ways" reached the target audience as well as other interested and involved environmental educators. Many of the project materials have been reproduced by school districts and private organizations such as the Girl Scouts and the Audubon Society.

We began this project with a feeling that people were the most poorly utilized environmental education resource in Florida. This project has reinforced that feeling. The "ways" booklets provide the proof. People outside of the formal educational sector have ideas. . .good ideas.

If educators are willing to involve people, listen to their ideas, and work with them to develop some structure, many more "ways" to environmental education can be discovered.

R. F. A.
D. L.
J. D.

Tallahassee, 1975

OUR HERITAGE - Tallahassee

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Staff of FSU Publications

INTRODUCTION

This is a Mini-history written for the information and delight of all ages. If the readers are not already interested in the history of Tallahassee, we hope that this thumbnail sketch will inspire them to become more interested, and share their enthusiasm with others.

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ACKNOWLEDGEMENT AND APPRECIATION
OF SOURCES OF INFORMATION

Articles from Sesqui-centennial Edition - Tallahassee Democrat dated March 24, 1974

Ante-Bellum Tallahassee by Bertram Groene

Susan Eppes Diary

Diary of Cabeza de Vaca

A History of Florida by Charlton W. Tebeau

The Florida Handbook by Allen Morris

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SPRINGTIME
TALLAHASSEE

HISTORY OF SPRINGTIME TALLAHASSEE

When spring begins in Tallahassee, the banks of azaleas come to life in bursts of reds, pinks, and whites. Dogwood blossoms throng the woods and streets with their delicate white faces and the city is a beautiful garden of flowers.

Until 1968 there had never existed a spring festival to allow Tallahasseeans to share this beauty with others. In that year a group of local citizens organized a spring celebration. The Calendar of Events included plays, concerts, tours of homes, flower shows, a golf tournament, a horse show and other events. The purpose of the organization was set forth: to emphasize the natural beauty and historical significance of the area, to promote interest in educational, cultural and recreational activities and the unification of "the town and gown." All organizations, both universities and the general public, participated in the combined effort called the Apalachee Jubilee, which culminated in a horse-drawn parade of historical personages and a pageant depicting the history of Tallahassee from the DeSoto era through 1840. The first pageant was held on a vacant lot where the Florida House of Representatives' office building now stands. These festivities met with such enthusiasm that a small group of citizens asked a group of men to form an organization which was named "Springtime Tallahassee." It was incorporated to sponsor the festival and provide the means for the creative activities which were to be largely the work of volunteers.

The organization was formed into Krewes, each representing an era in the history of Tallahassee: Spanish, 1528-1820; American Territorial, 1821-1845; Ante-Bellum, 1845-1861; War and Reconstruction, 1861-1899; and 20th Century; 1900 to the present. Each Krewe maintains an ongoing research program to insure authentic costumes, displays, and floats as well as to find and preserve information about Tallahassee. As a result of this continuing research many interesting and little-known facts have been found.

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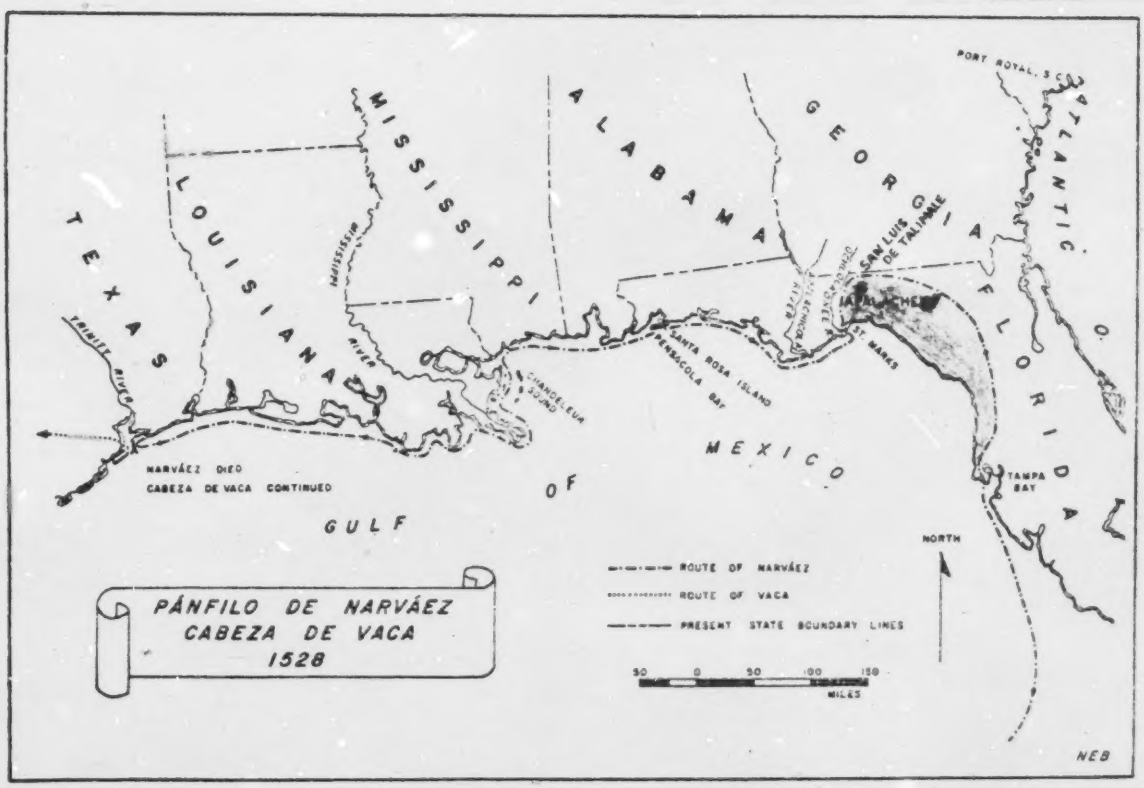
TALLAHASSEE

Sparks From The Fires Of History

In an early account "Tallahassee Country" was described as a "place entirely unlike any part of the United States; so near the seaboard yet it resembles the high land above the falls of the rivers in the Atlantic States. The natural groves of oak and magnolias, hickory and beech, surpass in magnificence the proudest parks of English nobility." The plains of Florida roll northward into a sudden rhythm of hills in Tallahassee. This land of quiet springs and flowers was known to Europeans one hundred years before Jamestown or the other English colonies.



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The Apalachee Indians of Muskhogean ancestry whose language resembled that of the Choctaw were the earliest recorded inhabitants. Their name was derived from the Choctaw "Ap'palahi" meaning the people on the other side. But archaeological research shows that the Apalachee Creeks and Seminole Indians were only the last of a long line of Indians. The Indian history of Tallahassee has been traced back 10,000 years. These early Indians were hunters, fishermen, and gatherers of roots, nuts, and berries. Later when the Spanish explorers reached the Apalachee region, they found the Indians wearing brief clothing made from Spanish moss. During cold weather the Indians added more clothing made from tanned animal hides (mainly deer). The earliest Indians did not make pottery nor did they have a bow. Instead they used for hunting animals a weapon which they called a throwing stick. The throwing stick had a hook-shaped tool on one end in which the butt of a spear was placed and the other end was held in the hand. This tool could be thrown with great force.

Winnahallah, the legendary first Indian princess

Panphilo de Narvaez, known as Florida's first Governor, sailed from Spain June 17, 1527, with 400 men aboard the ship. Accompanied by Cabeza de Vaca, who was Treasurer of the Royal Purse, Narvaez marched to the land of Apalachee from Tampa Bay where he had hoped to find wealth but found only a good harbor and little else. De Vaca wrote that they were told by Indians at Tampa Bay of a northern province called Apalachen which had much gold and a lot of the things that they all cared for. With this note of encouragement they set out to seek gold in the Tallahassee area. Disappointed in not finding any gold, and having experienced bloody skirmishes with the Apalachee Indians, Narvaez turned southward toward St. Marks where he constructed his ships for his expedition to Mexico. Cabeza de Vaca, along with three other Spaniards and one Negro survived the hardships of the Mexican trip and came back to befriend the Indians of Apalachee. The Spaniards administered to sick Indians by making the sign of the cross, blowing on them and then saying a prayer.

Cabeza de Vaca was a colorful figure in Florida history and the story of how he received his name was absurd but interesting. During the wars of La Reconquista the Christian Army who were pushing the Moors southward reached the Sierra Morena Mountains, north of Seville. The Moorish army was holding the mountain pass and the Christian offensive commanders were about to order a retreat when suddenly a peasant named Martin Alhaja presented himself to King Sancho of Navarra and offered to show an unguarded pass from which the Christians could attack the Moors from the rear. He had marked the entrance with a "cow's skull." The Christians surprised their enemy and destroyed their power in one of the most decisive battles in the history of Spain. To compensate the peasant Martin Alhaja and his descendents for his valuable service he ennobled them with the name Cabeza de Vaca which means "skull of the cow."

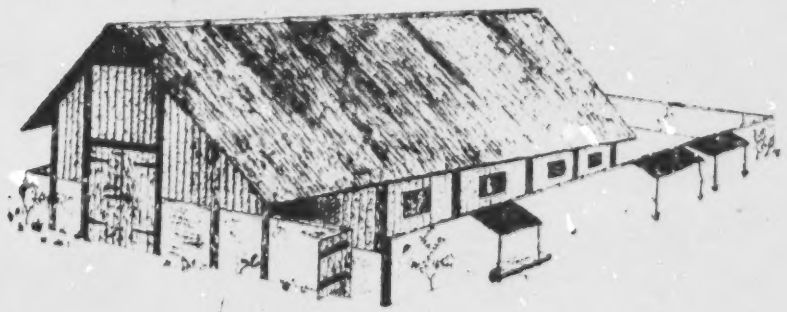
De Vaca's diary is universally known for its accounts of the happenings of the Spanish era. In his account of Apalachen he describes the town, now called Tallahassee, as having "40 small houses, low and of thatch, immense trees and open woods, many lakes, great and small, maize fields, deer, royal ducks, night herons, and partridges surrounding the town."

Hernando DeSoto also was interested in the mythical wealth in the land of the Apalachen which accounted for his march to the area after landing in southwest Florida. DeSoto spent several months in Apalachen and it is believed by historians that he held the first Christmas Mass in Tallahassee on the Indian Mounds near Lake Jackson. Accounts

of his landing in the United States vary. The city of Bradenton celebrates DeSoto's landing in March of each year with a DeSoto Festival commemorating his landing in their area. The Bradenton DeSoto Krewe started a tradition of participating in Springtime Tallahassee festivities in 1969 and have kept up the tradition. Each year the Bradenton Krewe invites Andrew Jackson and his staff from Tallahassee to participate in their parade.

Historian John Parris reported that the Appalachian Mountains were named after Tallahassee's Apalachee Indians. He noted that DeSoto misnamed the Appalachians after spending the winter of 1539-40 in Apalachen on the assumption that his later travels into the mountains were still in the Apalachee's province.

After the Spanish explorers came, the Franciscan Friars, by 1674, had managed to establish thirteen missions in Apalachee concentrated in the most part around present-day Tallahassee. Their main objective was to christianize the Apalachee Indians. The most important mission and the one that we are most familiar with was the San Luis Mission which was located in the rear of what is now known as the Messer Plantation on Mission Road. The Indian villages around the mission were located in the area now called San Luis Ridge. The mission was known in those days as San Luis de Talimale.



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The Spanish missions flourished until 1704 when the English and their Creek Indian allies led by Governor James Moore of Carolina made retaliatory raids into Florida bringing Indian warriors from Macon, Georgia, with him. Governor Moore was afraid that the Apalachee Indians, encouraged by the Spanish, would extend their raids to his territory; so he laid waste the land of the Apalachee. The missions from St. Augustine to Tallahassee were destroyed except for the San Luis Mission, which was spared because that mission paid a ransom. However, since it was constructed of such perishable materials as small sticks and mud there are no visible remains of the mission era today. The State Government Archives under the Secretary of State have pictures of all the missions of early Florida that have been found and hope to reconstruct them in the future. During the last half of the seventeenth century the Apalachee Indians had their own worshipping place and were protected by a garrison of Spanish soldiers.

The oldest written church parish records, dating back to 1594, are still kept in Florida. One of the earliest marriages shown in the record is Vincent Solana to Maria Vincente. They are the oldest surviving Spanish family in the United States. One of the descendents of this family lives in Tallahassee today and the name can be found on the main street leading in to San Luis Ridge subdivision off Mission Road.

It has been reported that the Spanish did not abandon Apalachee. In fact in 1716 a Spaniard advocated the moving of the Florida Capital from Pensacola to Tallahassee--"that area where the land is fertile, food plentiful, and harbors broad and deep." So the Spanish also favored this area for the capital.

Among some of the traditions that the Spaniards brought to Florida was the custom of Mummering (acting in masked costumes). This tradition was observed from Christmas until Lent when costumed and masked merrymakers visited from house to house, acting playlets, singing, and dancing. The Mardi Gras festivities are a remnant of Christmas Mummering.

According to Spanish tradition the New Year's Eve party was a gay occasion for the young people who danced, flirted, and observed many frivolous and delightful customs in honor of the New Year. On this night partners were matched, not only for the party, but for the entire year. The highlight of the occasion was the striking of the clock at midnight. Everybody rushed out at midnight to hear the great clock. Each merrymaker attempted to accompany the twelve strokes of the clock by swallowing twelve grapes! The day following the New Year was spent in church-going and in feasting in the homes, not to mention the playful observance of the old superstition that the luck of the next twelve months depended on what you do the first day of the year.

For thirty years the country around Tallahassee was almost totally abandoned after James Moore entered Apalachee in 1704, but slowly the land began to fill with people. In 1735 the lower Creeks and the Seminoles began to reenter the countryside of their forefathers, the area known as OLD FIELDS in the Indian language. Because it was said that one could hear the cocks crow from one Indian village to another, villages soon were known as "Fowltowns."

In 1763, after two centuries of settlement, Spanish Florida consisted of St. Augustine, the garrison at St. Marks and Pensacola. That same year in the Treaty of Paris England took over Florida. Spain exchanged Florida for Havana, Cuba, thus ending the Spanish rule in Florida until 1783 when England ceded Florida back to Spain.

In 1818, General Andrew Jackson, who was 51 years old, took just as many provisions as he and his men could carry on their backs and set eastward from the Apalachicola River toward 'Miasosuki.' His Scouts wore hunting shirts of buckskin or homespun wolfskin and coonskin caps. Jackson's column of militia numbered one thousand. When he entered Tallahassee, all the Indians had abandoned it shortly before his arrival. While the Indians were still in sight, Jackson burned it to the ground. St. Marks was taken over by General Jackson on April 6, 1818, on the grounds of controlling the Indians. The long line of INDIAN, SPANISH, and ENGLISH RULE ended on Jackson's arrival. The war seemed to be over until Jackson learned that hostile Indians were gathering at Pensacola and that the Spanish governor there was interfering with the transportation of army property. Upon a show of force by Jackson, the Spaniards surrendered and Jackson concluded the military phases of the First Seminole War.

The failure of Congress to make provisions for a permanent seat of government after Florida was transferred to the U.S. was fortunate for Tallahassee since it gave Tallahassee the opportunity to become the capital of the state.

General Andrew Jackson was appointed military governor of Florida in 1821. He arrived in Tallahassee with a camp chest which contained a treasured memento. It was a black candle that was found in the tent of British General Cornwallis after his surrender of British forces at Yorktown, Virginia, to General George Washington, a climax that brought the Revolutionary War to a close. Jackson was asked to light the black candle every year on January 8, which was the anniversary of the Battle of New Orleans. Jackson was unhappy in his role of governor and resigned seven months later. Rachel, his wife, who enjoyed the pleasure of her pipe in public as well as in private, was not too popular with the ladies of Tallahassee.

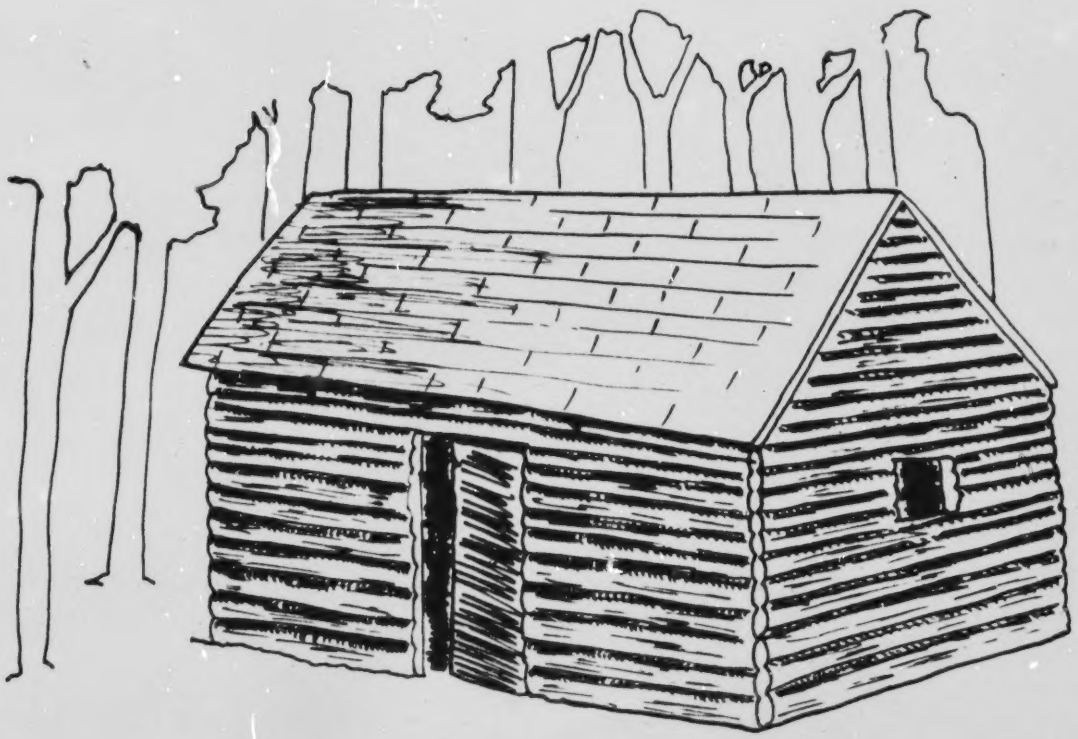
The Legislature held its sessions alternately between St. Augustine and Pensacola every other year. The Council was weary of taking the papers and records of government back and forth over 400 miles so the decision was made to centralize the capital. Central and south Florida were not considered since there was little or no population in those areas, so they decided to place the capital between the east and the west.

In 1823 William P. Duval, the first territorial governor who succeeded Jackson appointed two commissioners, John Lee Williams, a prominent lawyer from Pensacola and Dr. William H. Simmons of St. Augustine, a physician, to locate a central location for a capital. The commissioners, with William Ellis as their guide, met with Neamathla, the most important chief in the area of the "new Tallahassee." Neamathla was disturbed when he learned of the nature of the commissioners' visit. The next day they visited "old Tallahassee" where Chifixico was the chief. The chief picked up a handful of dirt, held it out and angrily declared that this was his land.

Simmons represented the east Floridians and he was anxious to choose a site near St. Augustine but Williams was enchanted with the beauty of the Cascades and the surrounding forests and hills. He describes the Cascades as "a deep gulf which had been scooped out by a stream entering the Earth... a hole fourteen feet deep...The stream which falls into this gulf over a bank twenty or thirty feet in height, is sufficiently large to turn an overshot mill."

The setting which attracted the commissioners to choose the "Old Fields" of Tallahassee as the capital also has spurred the citizens, beginning in the 1970s, to promote the restoration of the Cascades in the area east and south of the Capitol building.

After choosing the site for the capital overlooking the Cascades on March 4, 1824, Governor Duval issued a proclamation stating that the commissioners had selected a site about a mile southwest from the old deserted fields of Tallahassee and about a half a mile south of the Oke-lock-o-ny and Tallahassee trail, at the point where the old Spanish Road is intersected by a small trail running southwardly." On May 24 of that year an Act of Congress set aside a quarter section of land for the capital and three more quarter-sections in reserve. Shortly thereafter Duval left St. Augustine for St. Marks. Governor Duval administered the affairs of the government from a boat at St. Marks until a log cabin was built for the Capitol. A replica, built for the Sesquicentennial celebration at the Capitol in 1974 is now located at the entrance of the Junior Museum.



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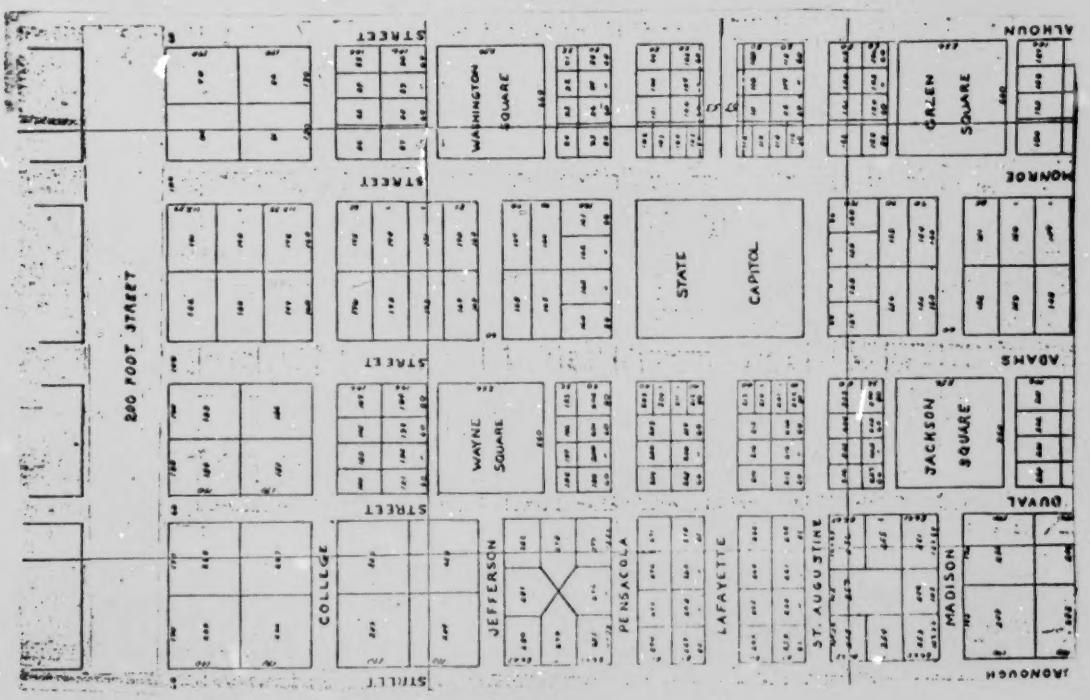
Prime Meridian Marker

In the absence of Duval, who was in St. Marks tending to Indian business, Colonel George Walton, territorial secretary and acting governor, chose the exact location for the first quarter section that was to be called Tallahassee. This was to be the point from which all future surveys in Florida were to be taken. This point was named the Prime Meridian.

The Prime Meridian marker located in the area of the restoration of the Cascades is recognized in the public records and official correspondence as the original point of beginning for all the land surveys in Florida. The first city engineer ran test surveys in 1923 from Surveyor General Slocum's Prime Meridian marker (which remains today) and found that the lines did not lead to any recognized boundaries or streets in Tallahassee. By unearthing several known markers and surveying backwards he located the lightwood stake apparently put down by Surveyor General Butler more than 100 years earlier where two Indian trails met. However, the mistake in placing the Prime Meridian is not serious since surveys are made from the nearest previously established point. The late Judge Ben Meginniss once said that he heard the reason the stone was about 10 feet short of the point that Slocum had re-established in 1892 was that the wagon bringing the two-thousand-pound stone from Wakulla county bogged down a few feet short and was unloaded there. Butler had used a lightwood stake since no stones were available, but the Legislature had authorized a stone marker with a bronze inscription in 1853 and no action was taken until 1891.

Tallahassee, using the Prime Meridian as a starting point, was laid out in Squares, which surrounded the Capitol building. All that remains of the names of the Squares around the Capitol today is the building on Calhoun Street called the Washington Square Building. The other Squares were Wayne, Green, and Jackson. Park Avenue which extended about 4 blocks was called 200 Foot Street and was the northern boundary of early Tallahassee.



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Why do so many of Tallahassee's old families have ancestors from Virginia and North Carolina and so few from Georgia or South Carolina? This is a result of an order by the U.S. Secretary of the Treasury when the land around Tallahassee was auctioned off by Federal agents in 1825 to raise money to establish the town of Tallahassee and to build a permanent Capitol building. By the Secretary's order the land agents couldn't accept Georgia or South Carolina banknotes at the sales which was a political maneuver. This resulted in the sale of the land at the minimum price of $1.25 per acre, and some very, very mad Georgians and South Carolinans went home in disgust.

Bertram Groene writes, "Slowly but surely the town of Tallahassee moved through its cycles of progress and backwardness, its bad times and its good times from the frontier town toward the sophistication of city life. Schools developed from the early private ones to a system of public education for all, while institutions of higher learning gradually came into being. Newspapers proliferated in Tallahassee during the 37 years preceding the Civil War. There were weekly newspapers bearing 13 different names. No other city in the territory or state had as many newspapers, and few had the quality of the two leading papers - the Sentinel and the Floridian and Journal."

By 1834 Tallahassee was settled by many of the prominent families of the upper south. Some of their descendents are still living in Tallahassee today. Many of our streets are named after these prominent families.

Tallahassee was no different from other frontiers. It had its ruffians as well as its gentry. The duels, brawls and violence might well have made the wild, wild west of later years look tame.

As one rides down Monroe Street today, it is hard to believe that at one time it was a race track which had become a haven for undesirable elements. Francis Eppes, son of Thomas Jefferson's daughter, Maria, bought a plantation in Leon County called L'Eau Noir. In 1835 he moved his family to Tallahassee and they were among the most prominent citizens. Eppes was the first reform mayor. He immediately started with a program of law and order and the elimination of the race track. In 1843 after an epidemic of yellow fever which took its toll, fire swept away most of the hurriedly-erected frame buildings. Eppes then initiated new codes which required masonry reconstruction of buildings downtown.

The wealthy planters who came to Tallahassee to settle bought large tracts of land and planted cotton. Twelve miles of cotton fields stretched from Chaires all the way to Tallahassee. Some of the families living in Chaires today remember the cotton fields. Two of the planters who were close friends of Andrew Jackson were Richard Keith Call and Robert Butler, the Surveyor-General. Call became a governor twice and had two plantations, one on Lake Jackson named Orchard Pond and the other, a town manor located next to the present day Governor's mansion. This home, called The Grove, is still used and has remained in the family.

A dramatic growth took place in Tallahassee the first half of 1825. The Pensacola Gazette announced that the new village of Tallahassee had, in addition to the businesses already established a church, school, seven stores, an apothecary shop, two shoemakers, two blacksmiths, three carpenters, a tailor, and three brickyards. The Methodist church, first to be organized, was followed by St. John's Episcopal, the First Presbyterian, the Catholic on Monroe Street and the First Baptist Church in 1840. Tallahassee's religious history in 1842 and 1843 was notable for the extensive religious "revivals" when the city "got religion."

Back in the 1840s, Pisgah Methodist Church, 10 miles north of town on Centerville Road, played a big part in the social life of the surrounding community. It had to hold services under armed guards. Men with shotguns and rifles were stationed outside the church to guard against Indian attacks, which occured in that area rather often. A few of the local citizens have struggled to keep its door open and a service is held each Sunday. To this day the first Sunday in May each year is celebrated by a worship service and picnic for all the members and friends.

Chaires House

Leon county's worst Indian massacre took place near Lake Lafayette at the Green Hill Chaires Plantation in 1838. Many different stories have been told about how the Chaires house was burned. One published story at the time suggests that the attack by the Indians was provoked when Mr. Chaires slapped an Indian who strayed on to his land (and wandered away). The same report suggested that the Indian was the Seminole leader, Tiger Tail. Whoever fired the shot, he killed Mrs. Chaires and then set the house afire. Mr. Chaires found his wife and ten year old daughter burned to death.

There were several Chaires brothers and they all owned thousands of acres of land. Benjamin Chaires owned 9000 acres with a three-story brick mansion on it when he died. Most of the land east of Tallahassee from what is now the Apalachee Parkway northward to Miccousukee Road was once owned by the Chaires family. A portion of the Chaires plantation located on Miles Johnson Road later belonged to George Proctor, and his house still stands, the only freed slave who lived in the area. Proctor was the son of Antonio Proctor who came from the Bahamas and served as a guide to both Indians and whites. He was fluent in several languages and proved invaluable to the community. Antonio and George Proctor established themselves as a friend to all. Proctor, who was a contractor, built the Tallahassee Garden Center on North Calhoun Street.

William Williams, whose nickname was "Money" Williams, opened the Bank of Florida. The city commissioners were so desirous of a bank that they sold "Money" Williams the corner of Adams and 200-Foot Street (E. Park Avenue) for $5.00. (E.C. Allen Christian Life Center stands there today). Williams had the Columns and the Union Bank building built around 1830. Benjamin Chaires was given the contract for building the Columns but it is believed that he sub-contracted it to George Proctor. The Columns building was moved and is now used by the Chamber of Commerce on Duval Street. The little Union Bank was later moved to Apalachee Parkway in front of the Capitol.

The Columns

Union Bank

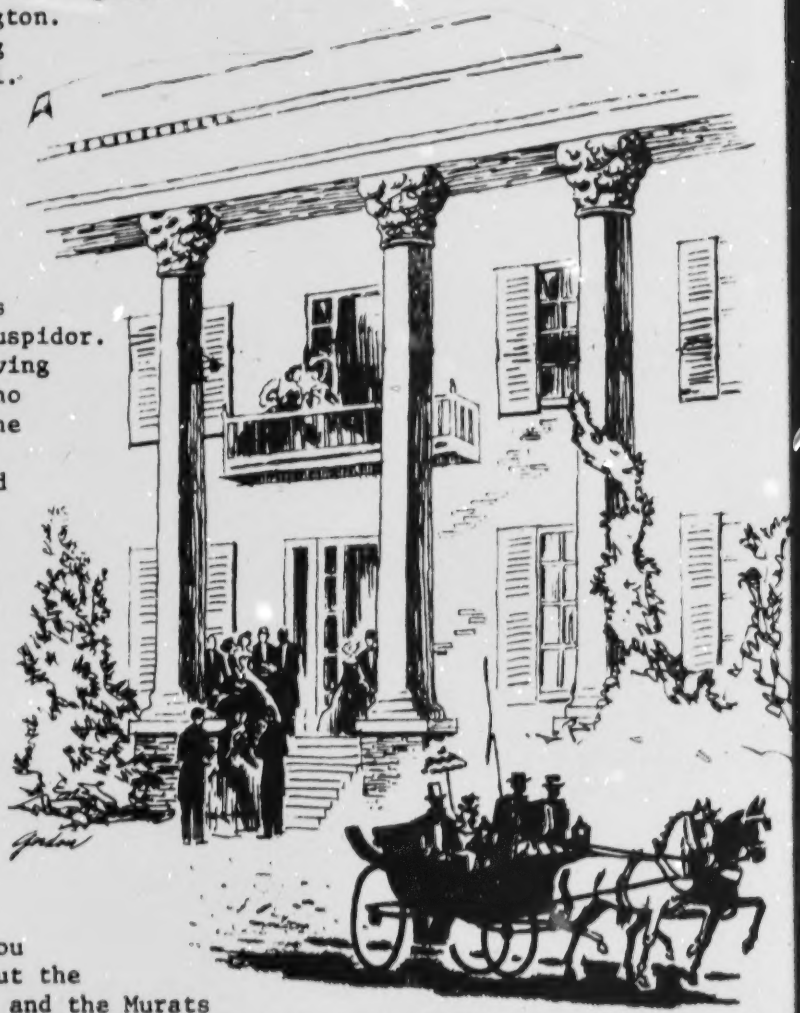
The Tallahassee scene in the early days was one of "the gay life," especially on the plantations.

Prince Achille Murat, nephew of Napoleon, a most colorful and eccentric character, was one of Ta'lahassee's earliest and most notable citizens. Prince Murat observed, "The first indication of regular society is generally public holidays. The 4th of July, Independence Day, Washington's birthday, and the 6th of January which was the anniversary of the Battle of New Orleans." The first recorded 4th of July celebrated in Tallahassee was in 1826. The Declaration of Independence was read followed by an oration and toasts. The ceremony was followed by a barbecue. On the 4th of July each year the Bradford brothers held a big barbecue for all the workers on their adjoining plantations. Many days before, huge pits were dug and oak fires were burned until the pits were half full of glowing coals. Green hickory poles were put across and on those were laid whole cows and fat hogs with mouths held open by a sweet potato. Each plantation had a head cook who directed the seasoning --pepper, mustard, and vinegar were put on at the time the meat was turned. The women baked bread, roasted potatoes, and made coffee. The most popular form of entertainment after the meal was an afternoon nap, and then came the watermelon! The last big celebration of the 4th of July was in 1856 when tension began to rise between the Southern and Northern states.

Washington's Birthday was celebrated with enthusiasm, however, it was forgotten many more times than it was remembered. The first recorded public celebration in the capital was the Washington's Birthday Ball of 1826. In 1852 it was celebrated by an unusual spectacle called the Ring Tournament. The tournaments were held north of town near the Thomasville Highway in the small valley crossed by Colonial Drive as it descends northward from Sixth Avenue. According to the account in Ante-Bellum Tallahassee the object was for the "Knight" to throw his lance from his horse through a suspended ivory ring after riding his horse about a course of 200 yards. On the first occasion ladies and gentlemen from the adjoining counties as well as Tallahassee assembled on the high ground at 11AM. At the sound of the bugle the costumed Knights approached in order from the woods and each received a name such as "The Knight of the Desert." The winner, Knight of the Lake, crowned his favorite lady "Queen of Love and Beauty." "The gallant Knights now escorted the successful champion into the presence of the Judge of Sports, who bestowed upon the point of his lance the crown which is soon to adorn the brow of his unrivalled beauty. The Knight alone then moved slowly around the lists and, at his second circuit, placed it on the brow of Miss Dora Triplett of Jefferson. Never did coronet grace a fairer brow--never did the blush of roses tinge a fairer cheek."

Knight of the Lake

Prince Murat always stood up for anyone whom he liked and he liked Governor Duval. Murat said that Duval had the prettiest daughter and the best applejack in the whole countryside. However, Murat married Catherine Daingerfield Willis Gray who was a great-grand-niece of George Washington. Theirs was the eighth wedding license issued in the capital. Many of Florida's first families consider her marriage to the prince a "step-down." They lived in Jefferson Court, 20 miles from Tallahassee on a 1000 acre plantation called, "LIPONA." While courting his fiancee he used an unusual cuspidor. At the time Catherine was living with her fastidious mother who disliked tobacco chewing. The prince, in order to save Catherine's mother's polished floors and brass fire dogs, took a shaggy dog with him as a handy cuspidor whenever he needed to spit. Catherine, whose relatives still live in Tallahassee, lived in the Murat house which was built after Murat's death. This house has been moved to the grounds of the Junior Museum. It was called Bellevue and was located on a 500-acre plantation on the Jackson Bluff Road. As you pass the site today you can see modern apartments, but the memory of the old plantation and the Murats linger as you ride down the streets such as Lipona, Prince, and Bellevue Way.



Ante-bellum Tallahassee had a large number of dances, balls, outings, barbecues, and other social functions aside from national celebrations for a town with a population of little less than 1000 persons as late as 1860. The fact that Tallahassee was the capital necessitated social occasions connected with political life and the wealthy planter class also maintained a continual round of social activities.

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The May Oak, as it is still called to this day, is located in the Lewis Park on Park Avenue and has been the setting and umbrella for many May Day celebrations. Since 1844 the beauties of Tallahassee have been chosen annually as queens to reign over a program of dance and skits with their handsome escorts and courts. This tradition is still carried on under the auspices of the Sons of the American Revolution.

The "Feast of Roses" was a social gathering which society looked forward to annually. This event was held at the home of Colonel Butler, whose plantation was located on Lake Jackson. It derived its name from Mrs. Butler's beautiful rose gardens which one could see from the spacious halls of their prestigious home.

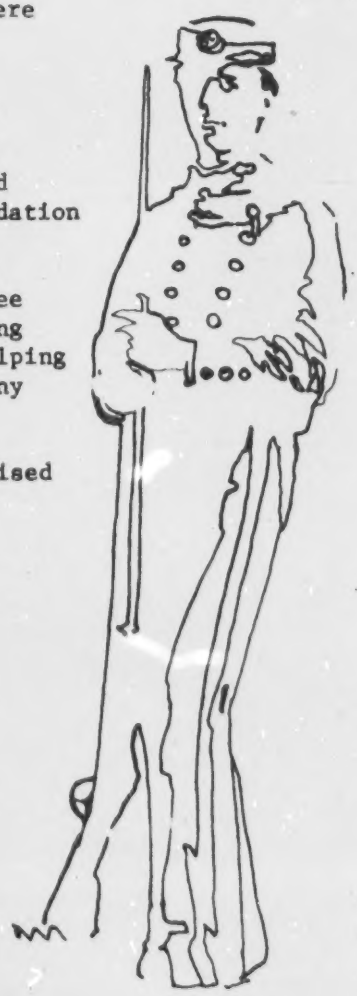
In addition to the law-making, the Legislators always have managed to attend many social events in Tallahassee since the beginning. As Lizzie Brown, daughter of Governor Thomas Brown, wrote: "December, January and February were a grand time here. The Legislature would come to town and stay almost all the winter. It was a gay time. The people gave them a Grand Ball and they gave one in return--all kinds of fun and frolic came with the Legislators. They brought their wives and daughters and the young men came from all parts of the state. It was a gay time then."

The Randall house at 424 North Calhoun Street, completed in 1840 by Thomas Randall, a Federal Judge of the Territory of Florida, has the distinction of having the first indoor plumbing in Tallahassee and perhaps in all Florida. Its water was furnished from a windmill in the back yard.

Private schools, presided over by privately paid teachers, educated the children of the plantation owners. During the 1850s a typical day's study at the Lake Iamonia Female Seminary (Pine Hill Plantation) for a seven-year-old included lessons on history, geography, philosophy, arithmetic, and the usual reading and writing plus a column of Webster's Dictionary every afternoon.

Florida became the 27th state on March 3, 1845.

Susan Bradford Eppes described in her diary, Through Some Eventful Years, the scene of Florida's secession from the Union: "As the town clock struck one, the Convention, headed by President McGehee, walked out on the portico of the Capitol. In a few moments they were grouped about the table on which someone had spread the parchment on which the Ordinance of Secession was written. It was impossible for me to tell in what order it was signed, the heads were clustered closely around the table, but presently I heard Colonel Ward's familiar voice. There was a little break in the crowd and I saw him quite plainly. He dipped his pen in the ink and, holding it aloft he said, in the saddest of tones, 'When I die I want it inscribed upon my tombstone that I was the LAST man to give up the ship.' Then he wrote slowly across the sheet before him George T. Ward. The stillness could almost be felt. One by one they came forward and after a while Colonel Ownes, a Baptist minister, who is lame, came up to sign and in a loud voice he said: 'Unlike my friend, Colonel Ward, I want it inscribed on MY tombstone that I was the FIRST man to quit the rotten old hulk.' A very faint applause greeted this, but it died away before it hardly began. This was no time for jesting; it meant too much. General Call's an old man now; and he is a strong Union man. Chancing to look toward him I saw that the tears were streaming down his face."



According to the accounts written about Tallahassee, Middle Florida which we describe as North Florida, developed in a short span of years before the Civil War. The economy and lifestyle were built on cotton, land, and slaves. The plantation society laid the historical foundation of Tallahassee and Leon County, but it was not until Tallahassee had been chosen as the capital that settlers began to really come to this area in numbers. Tallahassee was in the war from the beginning to the extent of sending soldiers to the battlefields, turning energies toward helping the Confederacy, and feeling the sacrifices that accompany war.

The Southerners endured many deprivations and improvised for necessities in order to provide lights in the south during the war; candles were made of wax, tallow and bayberry. Also, corn shucks were twisted and placed in saucers of melted lard. Confederate lanterns were made of loosely twisted strands of spun cotton, dipped in crude turpentine and rolled around a green hickory stick of suitable size. These were placed in the open fireplaces in summer and gave enough light for ordinary purposes, although they were not bright enough for reading or sewing. In the winter a blazing lightwood fire served the purpose for lights.

The Suwannee River was an effective hiding spot for blockade runners during the Civil War. Its treacherous mouth was rough with rocks and so crooked and dark that even a skilled native dreaded the pass. However, with the guidance of a dark lantern (slit of light showing) and muffled oars, runners ran the channel in the dark of night to bring in much-needed supplies to the Confederacy. The dense groves on the river banks helped conceal the boats as they made their way back upstream.

The nearest battleground to Tallahassee was at Natural Bridge near St. Marks where several hundred Federal troops were turned back a month before Lee surrendered at Appomattox, Virginia. The young cadets at West Florida Seminary (now FSU) were heroes at the Battle of Natural Bridge but only those with written permission were allowed to fight. (Those left behind were chagrined, to say the least!) The cadets and the older men of Tallahassee feasted on picnic lunches packed by the ladies of Tallahassee and later were responsible for saving the capital of Florida from capture by northern troops.

In 1869 inflation hit Tallahassee. Prices for everything rose sky-high. For example, a shirt was $2.25, bacon was 20 cents a pound, butter 50 cents per pound, a half peck of meal was 20 cents and a half bushel of corn was 62 cents, and imagine! flour was $11.50 a barrel. In spite of the fact that Tallahassee now faced a period of austerity and reconstruction, the settlers could still remember the "good old days" when the prosperous were able to buy the very latest fashions from New York, London, and Paris.

"Tallahassee was considered one of the most fortunate towns of the southern states at the end of the war even though the conquerors dictated a new Constitution and set about installing state and local governments dominated by Negroes. Hostility and mistrust were rampant. However, people of the Capital City found federal control more tolerable than some other areas and they managed to put into office such capable and compatible blacks as John Proctor and John Wallace, who represented the county in the legislature with a proper concern for the general public welfare." There were "Watergates" and vote stealing along with ligitating and investigating, and it turned out that while Florida helped Republican Hayes gain the presidency it got a Democratic governor. In spite of the fight between the Republicans and the Democrats, Governor Drew and the Democrats began putting the state back into good order under a constitution they inherited from the Reconstruction government of 1868.

Tallahassee set about healing the wounds of war, maturing as the years passed by, even though the seat of government had an uncertain foundation through the turn of the century and up to World War II. The appearance of the railroads from Jacksonville to the southeast and southwest encouraged people to settle in those areas and to open up the lower peninsula. Tallahassee geographically began to lose its central location and agitation to move the capital southward began in 1881 resulting in a reluctance by the Legislators to invest more money in Tallahassee. It became a very hot issue by 1900 and a vote was taken whether to move it to Jacksonville, St. Augustine, or Ocala. Tallahassee got the majority of the votes; so the Legislature began making renovations on the Capitol and expanding the government agencies.

West Florida Seminary, established in 1857, underwent various name changes. In 1909 it became the Florida State College for Women, which was changed to Florida State University in 1947 when it became co-educational again.

Tallahassee Democrat, Jonathan C. Gibbs, Florida Secretary of State from 1868 to 1872, was among the first black educators in Florida, and was the only black to serve as State Superintendent of Instruction. Gibbs envisioned great help for blacks through education. Thomas Van Rensselaer Gibbs, son of Jonathan, as a member of the Florida Legislature steered through a bill establishing the State College for Negroes in Tallahassee, now Florida A & M University.

The Curb Market, now housed at the Fair Grounds, was established 147 years ago and has changed location 6 times. Its seventh move will occur when it is restored in the Cascades Park. The first curb market, according to early Tallahassee maps, was in Wayne Square where City Hall is now located. It was open from dawn to dark every day but Sunday. The farmers brought "fresh meats, game, fowl, and vegetables." In 1930 supermarkets were an unknown. Tallahasseeans went to the curb market and bought a live chicken for about 25 cents, took it home and put it in a pen in the backyard and fed it until it was killed and dressed for cooking. If they wanted to cook it the day they bought it, they could get the farmer to wring its neck. City ordinances regulated the market for health reasons and to prevent the sale of stolen beef. The Martin Building (present City Hall) was built in 1926, and prior to that the Curb Market was moved to Fisher's Green on South Boulevard Street under large oak trees across the street from the Immanuel Baptist Church. These same oak trees are still standing. The farmers generally brought their produce in by horse and wagon. They stretched wire around the live oak trees to keep the horses from nibbling the bark. Tallahassee was even then very tree conscious.

The preservation of trees has been a part of Tallahassee's citizens' endeavor from the earliest days. One of the very first degrees of the city's municipal government was a penalty of $10.00 for each tree cut without permission from the Governing Board. Unfortunately, until recently this decree has been forgotten, and many of the beautiful, gigantic oak trees have been cut. However, several years ago, Miss Clare Bowen, who died in 1973 and who lived at 325 N. Calhoun Street in probably the first prefabricated house in the United States, prevented the city from cutting a large tree near her house by literally holding the men at bay. Since that time a tree and landscape ordinance has been passed which should be a great help in preserving the heritage and beauty of Tallahassee that has been so indelibly written about by the historians who came to Tallahassee many years ago.

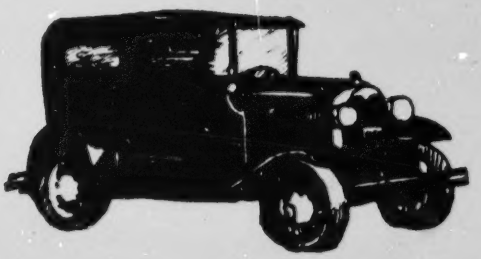
East Georgia Street which was the edge of the residential area on the north was extended into Magnolia Heights on the east. Some fine houses were built across the railroad but the Eppes sisters still kept cows at their home on Park Avenue and you can see some tracks today in the pavement where they drove them home from pasture while it was still soft.

The Florida "boom," which built South Florida, barely affected Tallahassee except for the growth and activities of the government, building of roads and the stabilization of the economy which left the Capital City in a more solid condition than most Florida cities when the crash came. Only one of the three banks in Tallahassee closed during the depression. The two buildings in town that stood more than 3 stories were the Midyette-Moor Building (now known as the Exchange Building) and the Centennial Building built in our 100th year (1824), on the corner of Pensacola and Monroe Streets which is doomed to be razed in 1975.

In the early part of the 20th century game propagation was encouraged and wealthy northern families came to hunt quail in the winter. Farmers in Leon County had pecan orchards, grape vineyards, and fruit groves. Some were successful and others failed. Tobacco growing had its popular period and at one time Tallahassee had a thriving cigar factory located on the block south of the County Courthouse. The cigar workers were mostly of Cuban descent, and when Prohibition arrived, the workers fled to Tampa where their Cuban rum was a little easier to obtain.

The Opera House which was opened in 1874 by Scotsman Alexander Gallie who migrated to Tallahassee from Virginia in the 1850s, was known as Gallie's Hall. It was later bought by Robert and Rachel Munroe in 1888, and James Munro was made manager. In 1890 it became known as the Munro Opera House. Even though the opera house had a checkered career it continued into the 20th century as a center of local entertainment. The hall, which probably seated 400 people, was located on the second floor of a building on the corner of Jefferson and Adams street, Entrance to it was gained by a long staircase from Jefferson Street to the balcony. Although vacant for many years it still retains some theater features and many of Tallahassee's citizens hope that it will eventually be possible to restore it to its original use.

Although Tallahassee was aware of the national depression in the 30s, World War II brought a beehive of activity to the town. Besides being a political center, Tallahassee was crowded with service men from Dale Mabry Air Base and Camp Gordon Johnson in Carrabelle. The building of new structures was halted because of the lack of labor and materials and it wasn't until after the war that the expansion began and has continued to this day.



Many innovations developed in Tallahassee after the first World War. Two were the automobile, and the airplanes which landed in the first airfield located on the spot of the Apalachee Parkway Shopping Center. Although movies came to town, Chautauqua, circuses, and minstrel tent shows predominated and were generally preceded by parades to promote interest in their entertainments. In 1919 City government was changed from the old council form to the Commission-Manager system which still prevails.

According to Mildred White McCullough who wrote in the historical publication called Apalachee in 1943, one of the earliest ordinances of the City of Tallahassee, passed February 18, 1826, provided for a City Library and Museum. But financial support for such a project was lacking in the pioneer days. The local newspaper offices sometimes served as reading rooms for the men. More than half a century passed, however, before a library was established, largely through the generosity of Ex-Governor David S. Walker. As a Judge in 1883 Governor Walker built a two-story brick building on the southeast corner of Monroe and McCarty (Park Avenue) Streets to be used as a public library and offered the rooms "free of rent or taxes to any of the citizens of Tallahassee who would form a library association and raise $1,000 to fit up and furnish said rooms in a manner suitable for a library." A meeting of citizens of Tallahassee was held on December 5, 1883, to devise means of meeting the conditions of Governor Walker's offer, a temporary board of directors was elected and the rooms were formally opened by March 3 of 1884. However, it was not until June that the $1,000 was secured and the method of financing was by the sale of $5.00 membership certificates. The Walker Library that stands today between Monroe Street and Calhoun Street was not built until after 1903 when Dr. W.L. Moor purchased the lease of the original building from the Library Association and specified that a new Library be constructed on a lot donated for that purpose by the Walker heirs. With the help of the City government a few citizens of Tallahassee have been successful in preserving this quaint brick building which housed the first library. Its rare books should be very meaningful to the future generation.

Tallahassee had no hospital facilities to take care of the sick and wounded, so immediately after the Civil War the First Baptist Church on College Avenue and the First Presbyterian Church at Adams and Park Avenue were set up as stations to care for the sick and wounded. When it was necessary to take wounded men to Quincy for treatment, Governor John Milton arranged for the use of the City Hotel to be turned into a hospital. The Confederacy sent a Dr. Morrill to head it with Dr. James H. Randolph of Tallahassee as his associate. The hotel reverted to its former use as a hotel after the men had been sent home. The first organized public hospital service in Tallahassee was begun by a group of women in 1894. Calling themselves the In-as-Much Circle of the King's Daughters, they struggled for many years trying to keep the service going but at last it failed. In 1924 Dr. Kent Johnson built his own hospital on North Gadsden Street where the Mental Health Center is now housed. It was bought by the Seventh Day Adventists in 1947 and renamed the Forsyth Memorial Hospital. It operated for 7 years, closing in 1964, as it was unable to compete with the new city-owned Tallahassee Memorial Hospital. Earlier during World War II, an Air Force hospital was constructed at the Army's Dale Mabry Field Air Base. At the end of the war the hospital was turned over to the City. The Baptist Church, which had earlier started a hospital fund, was given administration of the center, but the Church turned it back to the City after they found out that they could not make the necessary improvements and turn it into a medical center. At that time the City began the plans for the Tallahassee Memorial Hospital and the Dale Mabry Hospital served as the City hospital until TMH was completed. The old Dale Mabry buildings were given to FSU to serve as additional classroom buildings and were known as the West Campus. The students were bussed back and forth to the main campus and many of the faculty were housed in the barracks that had been used during the war for military personnel housing. As TMH was expanded and more and more black patients used TMH, the hospital at A & M University found the patients decreasing and finally financial troubles and a low patient census took its toll and the facility was closed December 24, 1971. In the 20th century the people of Tallahassee have seen the health care facilities greatly expanded with many nursing homes, clinics, and medical centers being built.

The Capitol Building which was once a log cabin was replaced by a two-story structure which looked like a wooden building but the Sentinel reported in 1843: "The old Capitol was built with mortar made from lime burned in our immediate vicinity at the place known as the 'Cascades.' When it became necessary to demolish the building...the bricks were more readily broken than the mortar which separated and adhered to them. Small portions of the walls for the building are still standing...." Even though a contract was awarded to enlarge the building in 1828, financial reverses prevented completion of the work. The present Capitol which is three stories was begun when Congress appropriated $20,000 in 1839. It was 151 feet long and 53 feet wide. Solid bricks were used for the interior and exterior walls. The appropriation was supplemented by the sale of the north west quarter and another $20,000 from Congress in 1844. The building was completed in 1845 just prior to the organization of the state of Florida. In 1891 when the cupola was added there was still a picket fence in front of the building. An appropriation of $75,000 in 1901 permitted the building of the Dome and the north and south wings which are used for the House and Senate Sessions today. Later in 1921-22 the east and west wings were added for $250,000. After a lot of controversy, drastic change in architecture has resulted in the Capitol Building. The Dome can no longer be seen from the west of the city and only the future can determine its fate.

The Capital Center, housed in the Capitol and four nearby buildings, has expanded to more than a dozen major structures in an eighty block area, not to mention all the space that is leased from private owners. The population of Florida has increased approximately six million in 35 years which accounts for the need for more government employees to administer the business of the State.

The fate of the capital to remain in Tallahassee was finally determined by the reaffirmation in the new Constitution of 1968. Many periods of anxiety over the years have been felt by the citizens that the capital would be moved to another city in Florida. Springtime Tallahassee, Inc. played a small but important role in preserving our heritage, which secretly was one of the issues which "sparked" this organization.

GETTING TO KNOW THE ANIMALS
AT THE JUNIOR MUSEUM

Especially written for the very young

by Headstart teachers

Kathy Atkinson
Viola Barnes
Florine Littles
Louise Royal
Linda Skoglund
Vergiline Thompson
Bruce Wixson

With a little help from
the Project Staff

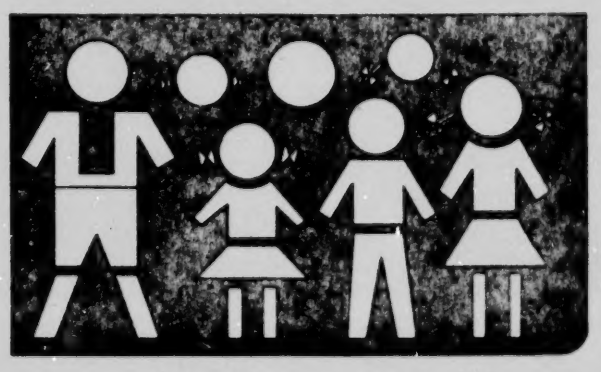
May, 1975

Introduction

This booklet has been written for use in the Headstart Centers and other preschool programs. There are three Headstart Centers in Tallahassee: Bond, Downtown, and Raney. At each Center there are two teachers and two aides for approximately 34 children who are 3 - 5 years old. The children come from economically disadvantaged families in Leon County. They stay at the Center from 7:30 - 5:30 and each day receive three meals.

There are four components in the Headstart program: education, parent involvement, social services, and health. The education component stresses readiness skills, self-concept, and community awareness. The children usually go on a field trip once a week, and the Junior Museum is one of the favored trips.

Headstart is one facet of the Community Action Program (CAP). Other services CAP provides are the Emergency Food and Medical Program, the Senior Citizens and Youth Development, Project Outreach & Community, and an Equal Opportunity Employment Officer. For more information about any of these programs, you can visit CAP at 540 West Brevard Street.



TURKEYS

Background Information

The Pilgrims of Plymouth Colony had a lot to be thankful for in the autumn of 1621. Friendly Indians had shown them how to plant corn. They would not starve as they had during the terrible winter of 1620. When the harvest was ready, the Pilgrims called the Indians to a great feast - first Thanksgiving meal. One of the dishes served was roast wild turkey. The beautiful, big bird had become the symbol of Thanksgiving. It still is today.

Turkeys are relatives of chickens and pheasants. All turkeys have a fleshy dewbill above the beak which can change color rapidly from blue to red to orange. The male, called a gobbler or tom, has brilliant feathers - coppery bronze with many black and brown bands. In the sun, his feathers give off metallic reflections of green, purple and copper. An odd tuft of hairy feathers, the "beard," hangs from the male's upper breast. They have slender bodies and long, strong legs.

The females, called hens, are smaller than the males and have less colorful feathers. They are not very smart. The hens lay 4 to 16 eggs which may be white or speckled in color. They hatch after 28 days.

It is not easy to raise turkeys. Young birds may die during bad weather.

Turkeys make sounds like "gobble, gobble, gobble."

Activities:

At the Junior Museum...

1. Can you imitate the sound of a turkey?
2. Are turkeys good for food?
3. When do we most often eat turkey?
4. Do turkeys have teeth?
5. Can you count the toes on the turkey? How many toes does he have?

At school...

1. Have children color the feathers of a turkey.

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CHICKENS

Background Information

Chickens are closely related to pheasants, peacocks, quail, turkeys, and partridge. Unlike their wild relatives, chickens have become domestic birds that depend upon men and are used by men for food. About five thousand years ago, man tamed the wild red jungle fowl that live in India, Siam, the Malay Peninsula, and Sumatra. It was much easier to have them right at home to supply a chicken dinner or some eggs than to go out in the jungle and hunt for them.

Farmers who raised chickens for meat bred only extra-large birds. Others, who were more interested in eggs, raised the better layers and did not worry about size. For the past fifty years almost all chicken raising has been for the purpose of producing meat and eggs. Chickens are a very important source of food for man. A good hen is a living machine for turning grain into eggs. More than half the food you give her will be used in producing eggs. The rest goes into her body to keep her healthy and strong.

There are many different brands of feed which have been prepared scientifically to give a correct diet for chickens. If there is no feed store handy, go to an A & P store. They sell their own brand and will order it for you if they do not have it in stock. There are three types of mash - starting mash, growing mash, and laying mash.

Starting mash - 1 day to six weeks old

Growing mash 6 weeks to 4 months old

Laying mash - from six weeks on

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Besides providing valuable food, chickens are interesting pets. Chickens are born in an advanced stage of growth. They are able to find food and eat it at once. The hen does help the chicks find food by scratching for them, but she never feeds it to them. They do have to be warmed and protected, however. They still tire and chill very easily. After the chicks have fed for awhile, the hen squats down, ruffles out her feathers, and gives a certain kind of cluck. Every chick runs to her at once and burrows under her body to rest and sleep in safety and warmth.

You can learn a lot from a real understanding of chickens. You will learn that they cannot think for themselves. They must be cared for and given surroundings and food that fit their inherited habits.

Activities:

At the Junior Museum...

1. What does a chicken look like to you?
2. Does the chicken have feathers or hair?
3. Do we eat chicken for food?
4. How many feet does a chicken have?
5. Does he have feet like people?
6. Which is the largest - a chicken or a turkey?
7. What sound does a chicken make? Make a farm chorus with groups of children being different animals.
8. What kind of food do we get from the chicken?

At school...

1. Have the children act like chickens by picking up corn off the floor. Have the children count the kernels as they "eat" (pick it up). See who gets the most.
   Ask who will be the fattest chicken and who will be the skinniest.

DOMESTIC GEESE

Background Information

Farmers raise many geese in their barnyards. The domestic geese are the most intelligent of the many kinds of domesticated birds. Children who live on farms sometimes enjoy keeping geese as pets since they are fairly tame. Wild geese fly in groups in great V-shaped formations. The domestic geese grow much larger than their wild ancestors but have almost lost the ability to fly. They can take only short hops in the air. Geese are good swimmers. They can walk on land better than either swan or ducks, because their legs are longer and nearer the middle of their bodies.

Geese are hardy birds and can live outdoors without shelter during most of the year. They usually lay from three to six white eggs. They have long

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lives and sometimes reach more than 30 years of age in captivity. Wild geese fly in groups, often in great V-shaped formations and they honk loudly. Geese usually eat grains and vegetables and sometimes insects and small water creatures. Most geese nest in shallow holes in the ground, which they line with grass and feathers.

Activities:

At the Junior Museum ask...

1. Do geese lay eggs like ducks, chickens, etc.?
2. Are the chickens' and geese' eggs the same size?
3. Can geese swim?
4. What type of food do they eat?
5. Listen to the sound that geese make.
6. Children pretend to be geese and make the sound that geese make.

At school...

1. Have children draw their version of a goose and color it.

SHEEP AND GOATS

Background Information

Sheep give us meat, wool, milk and fur. Most sheep live around people, but some are wild. Most sheep are white, tan or grey, but some are brown or black. They all like to eat plants.

Goats are like cousins to the sheep. They give us milk, hair, meat and skin. They also eat plants. Goats are very strong and can live in hot or cold places. The male goats (billgoats) have a bad smell.

Activities:

At the Junior Museum...

1. Feel the fur and then talk about the uses of their fur.
2. Make sheep sounds.
3. Look at the hooves of the sheep and goats. How are they alike? What would it feel like for a goat to step on your foot?
4. Ask if the goat has big teeth?

At school...

1. Sing "Mary had a little lamb"
2. Show children things made from sheep's wool.

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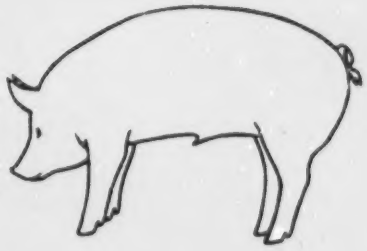
PIGS

The pig is a farm animal which is related to the wild boar. Wild boars roam in the forests near Tallahassee.



There are many sizes and kinds of pigs. Some have short heads, floppy ears, slender bodies and thin legs. Pigs are very easy to care for. In order to make them grow strong and bigger they are fed corn, and other foods such as wheat and oats. When the pigs become big then they are very good food for us to eat. We get bacon and ham from them.

At the Junior Museum ask...

1. What do pigs eat?

2. Can you ride a pig? If so, what do you think would happen?

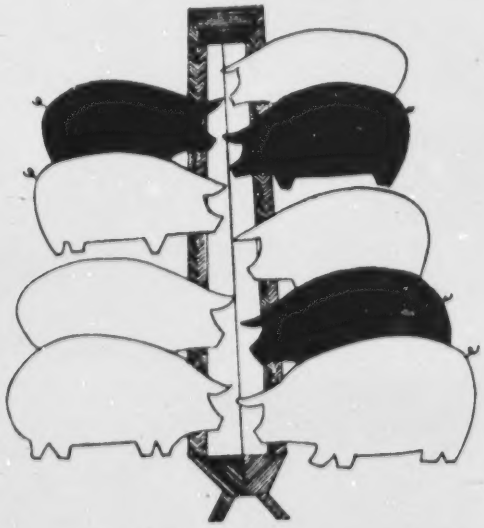
3. What kind of food do we get from pigs?

4. Are pigs clean or dirty?

5. What sound can you use to call a pig? Let's try.

At school...

1. There will be pictures of the pigs cut from books. The children will look at the pictures and discuss what the pig is like.



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DONKEY

Background Information

The donkey, which belongs to the horse family can be recognized by its long ears and braying voice. Many donkeys are the size of ponies even when they are full grown. They make fine pets and may be trained for saddle or cart.

The donkey is less expensive to keep than the horse since it can live on dry scrub instead of grass and grain.

A mother donkey is called a jenny and the father is called a jackass.

Activities:

At the Junior Museum ask...

1. What color are mules and donkeys?
2. Look at ears of donkey and mule. Are they long or short?

At school...

1. Pin tail on donkey.
2. Color picture of donkey.
3. Shadow game "Donkey"

4. Donkey song "He Haw"

MULE

Background Information

The parents of mules are always a male donkey and a female horse.

A mule is a very sure-footed and useful animal in mountainous countries. Mules are known to be stubborn but are smarter than a horse. Mules are used in all parts of the world.

A mule looks somewhat like both its parents. A mule has long ears, short mane, small feet and a tail with a tuft of long hair at the end. From its

mother it gets a large, well-shaped body and strong muscles. The father gives the mule a braying voice, sure-footedness, and endurance.

Mules can work under harder conditions than horses.

Activities:

At the Junior Museum ask...

1. Would you like to ride a mule?

2. How many legs does a mule have?

3. What would it feel like if a mule stepped on your feet?

At school...

1. Ride the stick mule.

2. Draw picture of mule.

COWS

Background Information

Cows are our friends. They provide us with food and clothing and are used as work animals on our farms.

Cows are mammals used for two main purposes - milk and dairy products, and beef. All cows are large animals but beef cows are wide with fleshy backs while dairy cows are leaner.

Dairy cows have large baggy organs called udders in front of their back legs. Each udder has a nipple. Udders hold milk. When a person puts pressure on the nipple or a calf sucks on it, the milk squirts out. Beef cows have smaller udders that are used only by the calf.

Cattle need a lot of care. If they are kept in a stall they need to be fed hay and grain twice a day. If they are grazing in a pasture not as much attention to feeding is needed. Cows need to have their stalls kept clean and dry especially to prevent them from catching hoof diseases.

Before cows are milked it is important to wash the cow's udder so dirt,

dust, or hair do not fall into the milk. The cow's head is usually tied to bars to keep the cow from moving around while the milking is being done.

A veterinarian should be consulted about any sickness of the cow, or about necessary shots.

Activities:

At the Junior Museum...

1. Would you like to pet a cow?
2. Is a cow bigger than an elephant?
3. How many legs does the cow have?
4. Pet the cow. Does she seem to like it?
5. What sound does the cow make?
6. Let's pretend we're milking the cow.
7. What food do we get from a cow?

TURTLES

Background Information

Turtles have four legs, a head, a tail, and a hard outer shell. A turtle has eyes and a mouth but no teeth. They bite with their jaws. Turtles eat vegetables and meat. They swim well in the water and move quite slowly on land. They like to sun themselves but not for long periods.

When a turtle sleeps or is in danger it pulls its head, feet and tail into its shell. The female turtle lays eggs in the early summer. She digs a hole in the dirt or sand, lays the eggs, and then covers them up.

Activities:

At the Junior Museum...

1. Where are the turtles? land or water?
2. How many turtles can you find?
3. Are they all the same size?
4. Is the shell soft or hard?
5. Are their heads in or out?
6. Are they all the same color?

At school...

1. Turtle finger play:

I have a little turtle	(hands together)
Who lives in a box	make a box with hands
He swims in the water	swim motion
and climbs up the rocks	climbing motion
He snapped the mosquito	grab into air
He snapped at the flea	" "
He snapped at the minnow	" "
He snapped at me	" "
He caught the mosquito	" "
He caught the flea	" "
He caught the minnow	" "
But he didn't catch me	shake finger in negative way

2. Read Hare and the Tortoise by Wildsmith

3. Make turtle movements.

SNAKES

Background Information

Snakes are reptiles. They are cold-blooded animals, which means the temperature of their bodies is controlled by the temperature of their surroundings.

Snakes are different from other reptiles in that they have no eyelids or ears. To hear, they sense the vibrations that are carried through the ground. In order to protect their eyes they have transparent caps through which they see.

There is a certain time that the snake sheds its skin. When the snake needs to shed the outer skin, it usually picks a quiet place for this.

There are many different kinds of snakes. At the Museum there are the King snakes, Hognose, Pine snake, Indigo, Black Racer, and Rat snakes.

Activities:

At the Junior Museum...

1. Make arrangements with the Junior Museum staff for a special snake showing and talk about snakes.

2. The children will describe the movement of the snakes.

3. Have the children look at tongue and discuss what the tongue is used for.

4. Have children decide whether snakes have feet, ears, eyelids, etc.

At school...

1. Pictures of the different kinds of snakes will be brought to class. Each snake will be discussed. The skin and color will be stressed.

2. Make a snake with newspapers.

00042

HAWK

Background Information

The hawk is a bird of prey which is found in most parts of the world. Hawks belong to the same family as eagles and are closely related to falcons. They have strong claws for catching and holding prey while they tear the flesh with sharp, curved beaks. Hawks have powerful wings for swift flight and long periods of soaring, and keen sight for spotting prey.

The female hawk is usually larger and stronger than the male. Hawks vary to some extent in color, but most are grey or reddish brown on top and whitish underneath.

Most hawks hunt by day, feeding on smaller birds and animals.

Hawks build bulky nests of sticks on rocky cliffs or hills, or in trees. A few species nest on the ground. The female hawk lays two to seven eggs, depending on the species. The newly hatched young are looked after by both parents for a month or six weeks until they are able to fly.

Activities:

At the Junior Museum...

1. What do you think would happen if someone locked you in the cage with the hawk?

2. What do you think it feels like to be caged up like the Red-tailed hawk?

At school...

1. Play Caged Game:

   One child is in center. The rest are in a tight circle around him. The child in center (caged animal) tries to break out. The rest of the children (cage) try to keep him in.
   Rule - no hurting.
   Discuss how the cage people and the caged animals felt. (Angry, happy, powerful, sad, bored, etc.)

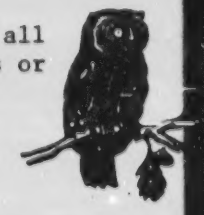
2. Hunt for the Mouse:

   Hide a toy mouse in the room. Have all the children (hawks) hunt for the mouse. Ask what will happen to the hawk who never finds a mouse.

OWLS

Background Information

In almost every country in the world there is some kind of owl. They all eat meat - usually small animals like rats, or maybe birds, frogs, snakes or insects.



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Owls have round heads and hooked bills. Some are small (5 1/2 inches) and some are large (27 inches). Their feathers are soft, and may be brown, black, or grey with white.

Owls can see very well in moonlight, so they usually hunt at night. Their eyes face straight ahead, so if they want to look at anything beside them they have to turn their whole head.

Activities:

At the Junior Museum...

1. Make owl sounds.

2. Let someone walk around the owl, and see the owl turn its head.

At school...

1. Draw pictures of owls.

2. Play Owl And The Mouse Game:

Divide the class in two groups. Half of the children will be owls and the other half mice. Have the owls try to catch the mice. Change the mice to owls and reverse the chase. Ask the children how they felt as mice and owls. Did they feel safe, happy, powerful, etc.?

BOBCAT

Background Information

The bobcat receives its name from its short, "bobbed" tail. It is a long-legged, powerfully built animal weighing about 20 pounds. The maximum length is 3 1/2 feet. The fur is tan, reddish or brown, heavily marked with black spots and streaks.

Bobcats hunt small animals at night. Rabbits seem to be their principal food, but they have been known to attack deer and domestic animals. In some areas, bobcats make their homes near cities and farms.

Activities:

At the Junior Museum...

1. Look carefully at the bobcat. If you had a flashlight, what part of the bobcat do you think you would see first at night?

2. Look at the size of the front legs and the back legs. Which are bigger? Do you think the bobcat can run fast, jump high?

3. The bobcat is NOT friendly and cuddly. What do you think it would do if you surprised it in the woods? tried to catch it?

4. Why can't you keep a bobcat as a house pet?

00044

5. Do bobcats have eyelashes? Do you like their eyes?

At school...

1. Make shiny eyes masks and claws to wear on hands. Then move softly and quietly like a bobcat.

2. Make up a story with lots of bobcat action. Have the children dressed as bobcats act out what the bobcat is doing in the story.

OPOSSUM

Background Information

An opossum looks like a rat between 3 and 20 inches long. It has a long, pointed nose; round, hairless ears; short legs; and a chunky body. In many species there is a thumblike big toe on each hind foot and a grasping tail, which are used for tree climbing. They are able to hang from trees by their tails for brief periods.

Opossum are tree-climbing forest animals that live singly in tree nests or in dens on the ground. They are active at night. Most opossums eat any kind of food, but especially plants, insects, eggs, small animals, and decaying flesh. They sometimes raid crops but do little harm to man.

At birth - 12 to 13 days after mating - the young of American opossums resemble half-inch-long worms. Each one crawls to its mother's pouch and attaches itself to one of the 13 teats. They mature attached to the mother's nipples or an area such as a skinfold on her abdomen. After two months, the young are ready to leave the pouch for increasing lengths of time. After another month, they are ready to lead their own lives.

Activities:

At the Junior Museum...

1. What does the tail look like? What do you think the opossum uses it for?

2. Look for the pouch where the opossum carries her babies. What other animals do you know that carry young in a pouch?

At school...

1. Play like a mother opossum and carry some babies in a pouch (apron).

2. Discuss the advantages of an animal playing dead when it is threatened. Play possum.

SKUNK

Background Information

The skunk is the easiest of our North American wild animals to domesticate and can be developed into a very affectionate pet. The skunk is never looking for a fight and wants nothing more than to be left alone.

00045

As pets skunks have advantages over cats and dogs. Skunks make no noise at all, never chew up shoes or household belongings, don't sharpen their claws on the furniture, and won't pick a fight or chase a cat. They are clean animals and do not shed much hair, molting only once a year.

There are four kinds of skunks in the U.S. Skunks belong to the family Mustelidae which includes a large group of fur-bearing mammals, including mink, weasels, badgers, otters, martens and wolverines.

The scent glands are a skunk's major defense weapon. The skunk can spray ten feet or more. This odor is potent enough to carry one-half mile.

Skunks do hibernate in the winter.

Activities:

At the Junior Museum...

1. Is the skunk soft?
2. Would you like a skunk for a pet?
3. What color are the skunk's eyes?
4. Does a skunk have fingernails?
5. Do we eat skunk?

At school...

1. Make a puzzle out of skunk picture.
2. Make a skunk out of black construction paper and paste white strip of cotton down back.

RACCOONS

Background Information

All the different kinds of raccoons live in North and South America. Raccoons have long legs and strong claws. They are famous for climbing trees, and often live in hollow trees. Raccoons also make dens in rocky ground or on ledges. In cold climates they sleep for long periods during the winter, but do not hibernate.

Like bears, raccoons eat almost anything that they can find. Their favorite foods are frogs, crayfish, turtles and other fresh-water animals. Berries and other fruits are also liked very much by raccoons. They wash their food in water before eating it. Raccoons usually live 10 to 12 years.

A raccoon makes many sounds: a loud sleepy purr, an angry hissing snarl, a lonely whine, and a gargling call.

The Algonquin Indians gave the raccoon its common name.

Activities:

At the Junior Museum...

1. What kind of person does a raccoon look like?
2. Are his legs strong or weak?
3. Can he climb trees?
4. Do you see the raccoons washing their food?
5. Do you hear the raccoons make any sounds?
6. How many legs do the raccoons have?
7. Where would you hide if you were a raccoon?

At school...

1. Color picture of raccoons in their habitat. Cut the picture in three parts to make a puzzle for each child to paste together.

DEER

Deer are brown with white tails. They are very gentle and intelligent. In the summer they eat leaves, twigs, grasses, and fruit. In the winter they eat nuts, acorns, bark and twigs. They usually eat at night. They are usually quiet, but when startled they do make a high-pitched shriek. They sleep in shady places that are well protected.

Activities:

At the Junior Museum...

1. Go quietly and look for the deer.
2. What color are their tails?

3. Are they eating? What do you think they eat?
4. Are they all the same size?
5. Would you like to be a deer?

00047

BEARS

Background Information

The bears at the Junior Museum are black but bears can be brown, white, and various other colors. Their sense of smell is very acute, but their sight and hearing are not too keen.

They eat mainly vegetation but also mice, insects, lizards and fish. They love watermelon. Black bears walk on their hind legs and cubs often climb trees. They sleep a lot in the winter but don't really hibernate. They sleep in a ball huddled with their young.

Bears can be trained to do circus tricks, but are very dangerous in the woods, especially when frightened, angry, hungry, or with young.

Activities:

At the Junior Museum...

1. Why are we on the walk way?
2. Are the bears the same size?
3. What do they eat?
4. What color are the bears?
5. Can the bears climb trees? (Have the children look for evidence)

At school...

1. Make bear den under a table with a blanket over the table.
2. Act like bears by crawling and growling.

ENVIRONMENTAL PERFORMANCE: A Guide to Exploring What We Are and Where We Are Going

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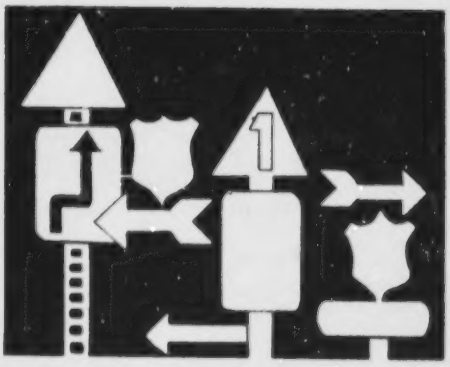


April, 1975

William Shakespeare once told us that "All the world's a stage, and men and women merely players." In that sense, our life is a performance whereby we act out our values. The way we think that life ought to be lived and our performance as human beings affect not only ourselves and other human beings, but also the quality of the environment, and, thus the lives of all living creatures, including those yet to come. For this, if for no other reason, we have a special obligation to examine the implications of our values and our performance. This booklet offers the means to help you to fulfill part of that obligation.

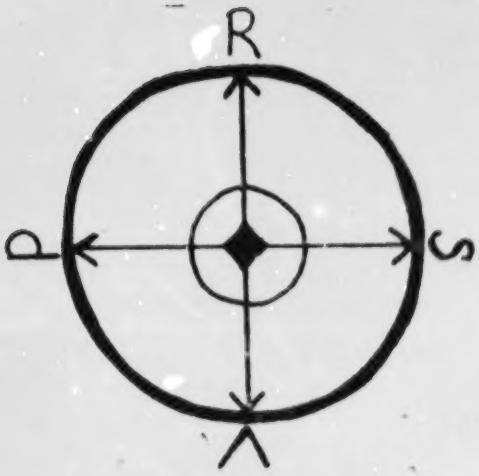
00049

How people live on their little piece of the earth's surface really has a lot to do with the quality of our environment--both natural and human-made. If people demand more and more material goods to live in what they consider "the lap of luxury," then factories will run day and night, spewing forth wastes as well as products. If people want electric can-openers, toothbrushes, and air conditioning, then electric companies will carve the earth for coal, probe the land for oil, or pollinate the planet with nuclear wastes. If people see the automobile with its internal combustion engine as an important part of the "good life," then cities and countryside will get dirtier air.

How people decide to live their lives--their performance on earth--has a direct bearing on how they use the earth (calling its biotic and abiotic communities "resources").

But how do people decide on a lifestyle? How do they decide on how to perform their lives on our little speck in the universe called "Earth?" Most of us simply accept the lifestyle into which we were born, and in which we were raised. Born as an American Indian, I'd perform as an Indian. Born in an Amish farm family, I'd probably live out my days as an Amish farmer, caring for the land. Born in an urban, industrial society, I'd probably want two cars, air conditioning, a home in the suburbs, one electric toothbrush, and several TV sets--color, of course.

However, there are persons among us who argue that we should not simply accept the lifestyle into which we were born. They say that human beings should figure out who they are, what they feel and want, and then, design their own performance--a lifestyle for themselves. Other persons among us agree and argue that conditions are changing so rapidly today that we cannot simply live the lifestyle into which we were born because it's past, gone forever, as conditions have changed. In these changing times, each person must think and feel his/her way to direct his/her lifestyle. Other persons, especially environmental crusaders, tell us that we cannot continue to live our present lifestyles because it will lead to our destruction as human beings. We will fail to survive, or we will be mutations of human beings living, like Lake Erie carp, in filth.



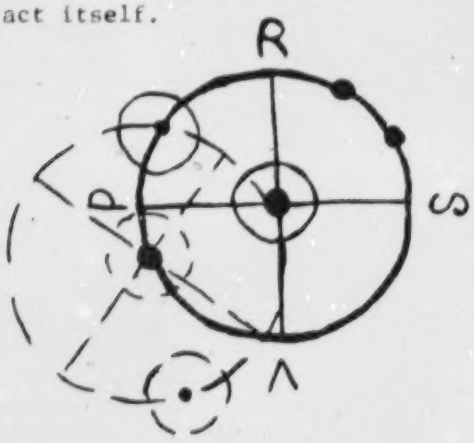
For whatever reason, in the twentieth century and beyond we must think through and decide upon a lifestyle for ourselves, rather than uncritically accept what we accidentally get born into. Of course, we may wind-up accepting that lifestyle --but not uncritically!

This article asks you to begin to analyze your own lifestyle and to examine alternative ways of living. To do this we need a framework to make our analysis a systematic one. Fortunately, Lawrence Halprin, a landscape architect in San Francisco, has prepared such a framework for us.*

All decisions by individuals or groups are potentially creative acts. Lawrence Halprin suggests that the process that we follow in attaining our goals is the critical ingredient in humanness and happiness. This process is one of performance. Human beings are made human and are made satisfied by their personal performance and their performances with their fellows.

*Lawrence Halprin, R.S.V.P. Cycles: Creative Processes in the Human Environment. (New York: George Braziller, Inc., 1969).

Halprin finds that nearly every creative act contains the following four elements: Resources which are available and the limitations upon the use of them; a Score (or plan) which describes what will be done; Valuaction, or the values we have about what is important in life and the actions we want to take in order to act out these values; and the Performance, or creative act itself.



R = Resources (What you have to work with)

S = Scores (Which describe the process or plan leading to the performance)

V = Valuaction (What is important in life and how we feel life ought to be lived)

P = Performance (The result of scores. This is the "style" of the process)

Resources include human talent, knowledge, and abilities as well as materials and goods.

Scores are like the score to "Fiddler on the Roof," "Jesus Christ Superstar," or "La Boheme." Football play diagrams, calendars, architectural drawings, and city plans are all scores. Some are simply orientations to action, with little control; others are tightly restrictive with detailed specifications.

Valuaction is determined by the values and concerns which an individual or group considers most important. These values determine how one decides upon and interprets the score and performance.

Performance stresses the subtle nuances, intuition, fantasy and variety of the process of performance, carrying out the plan which results from interaction between resources and valuaction.

Halprin notes that there are individual RSVP cycles and group cycles. An individual activity ranges from Picasso painting a picture to a motorist dumping his trash in a roadside ditch. Group performances both assist in welding a sense of community, and emerge from encounters within such a community. Public hearings on a planned (scored) mall in a city, or participation in a lively class discussion are examples of groups acting creatively. In terms of ecology, one of the issues to emerge from this book is that the scoring and performance of the environment has been left too often to individuals, without community interaction, and that the valuaction motivating the scoring and performance has been based upon personal profit, to the detriment of our environment.

RESOURCES

Let's first consider the idea of resources in human performance and lifestyle.

I CRASHLANDING ON THE MOON

A. FIRST SECTION (to be taken by individuals). You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, however, your ship was forced to land at a spot some two hundred miles from the rendezvous point. During the landing much of the ship and the equipment aboard were damaged, and since survival depends on reaching the mother ship, the most critical items still available must be chosen for the two-hundred-mile trip. Below are listed the ten items left intact and undamaged after landing. Your task is to rank them in order of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 10, the least important.

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Two 100-pound tanks of oxygen

_____ Map of the stars as seen from the moon

_____ Life raft

_____ 5 gallons of water

_____ Signal flares

_____ First-aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

00053

B. SECOND SECTION (group consensus). This is an exercise in group decision-making. Your group is to employ the method of group consensus in reaching its decision. This means that the prediction for each of the ten survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and eliminate conflict. Support only solutions with which you are able to agree to some extent, at least.
3. Avoid conflict-reducing techniques such as majority vote, averaging, or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the Group Summary Sheet place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

II ABANDONED ON A TROPICAL ISLE

Let's pretend that your class has been shipwrecked and has found its way to a deserted tropical isle. You don't know how long you will have to remain on the island, but it looks like it will be a long time. Thus, you have a real survival problem. The first thing you do is to survey the resources you have in your possession--brought with you from the ship. These items are:

three hundred feet of nylon rope
a first-aid kit
ten steel fish hooks
one axe
two steel buckets (one leaks)
twelve tins of sardines
six big cans of peaches
three cigarette lighters
a box of matches
four knives
one flare gun and ten flares
two balls of twine
three leaky lifeboats
ten oars (one cracked)
a Bible (water soaked)
one canteen
some coins (totaling $4.76)
six blankets (wet)
two canvas sails
a machette
a file
a hammer and about 100 nails

Your island is only two miles wide and five miles long. It's hilly, but warm with a good supply of fresh water. Get three class members to draw a map. Meanwhile, the rest of the class should list the needs of the group which must be fulfilled.

With your resources from the ship (including human resources), your map, and the list of needs, sit down and plan your performance on the island. That is, sit down and create a satisfactory lifestyle and discuss how you will fulfill it.

It may be that you cannot now do what will be required on the island. Why don't some of you dig in and do some research? The Whole Earth Catalogue, Scout Manuals, etc. are excellent sources of know-how. - - - Making fire. Making shelters. Cooking. Finding food. Health measures. etc. . . . . .

R *Resources* which are what you have to work with. These include human and physical resources and their motivation and aims.

1. With a friend, clip some interesting photographs of natural areas from magazines. Present these to the class and have individuals or small groups tell what kinds of lifestyles they might design for human performance in the environment pictured.

2. Clip some photographs of man-made environments, or photos of what we have done to our environment. Conduct some public interviews. Ask people about their feelings toward these environmental performances and why they feel the way they do. Ask them to tell how they might perform in these environments and how they might change the environments. Don't forget to ask them "Why?"

Resources don't determine our performance as men on our little spaceship earth. But how we decide to use these "resources" have a great deal to say about us as humans--who we think we are, what we value, and what we think we are about! How we decide as men together on our speck in the universe will greatly influence the quality of our lives--and in fact whether we survive as humanbeings at all!

Can you imagine a mother in Kentucky seeing strip miners rip out the graves of her dead children in order to get another ton of coal to power someone's electric toothbrush or hot comb?

Can you imagine clubbing baby seals to death so some society matron might wrap her palid, wrinkled flesh in a "fashionable" coat of their furs? Or slaughtering a zebra so some Playmate may pose for an obscene photograph on the contrasting colors of its former coat?

00055

SCORES

Scores are plans for performance. Some scores, such as emergency escape cards in airplanes, are rigid; others, like jazz, folk, or dixieland music, are loose and encourage creative performances. The scores we design for living life are products of our values, the feelings we have about the way life ought to be lived and what we and others ought to do. Consider the following scores and the implied lifestyles. . . . . .

RULES AND REGULATIONS

CHECK OUT TIME 11 A.M.

TELEPHONE RULES

LOCAL CALLS - EACH 20¢

NO ROOM SERVICE, PLEASE

SWITCHBOARD OPEN - 7:30 A.M. TO 9:30 P.M.

MAY-LABOR DAY

PAY FOR ALL CALLS AT OFFICE

Units with kitchen. Wash and clean all utensils before you check out. Leave Apartment as you found it.
You are responsible for any damage, or loss to property. Your car description, and license plate number is on file in our office.
Only Registered Guests permitted to occupy units, or swim in pool.
No rough stuff tolerated.
No money refunded.
Please do not play your TV or radio too loud as it may disturb other guests.
Please leave key in office; on dresser if leaving before 7:30 a.m.
Please get motel supplies (blankets, alarm clocks, towels, ice, etc.) and information before office closes.
During season pay for number of days you plan to stay.
No maid service.
Leave door locked and air conditioner/heater and lights off.
Please do not take any blankets, dishes, linens (except towels), to beaches.
Do not fail to call on us if we can be of service to you.
This is not a "party" motel.
We appreciate your patronage and hope to make your stay enjoyable and hope you will return.

The Biblical Creation Score* removed to conform with copyright laws.

*Reprinted from Halprin, R.S.V.P. Cycles, p. 99.

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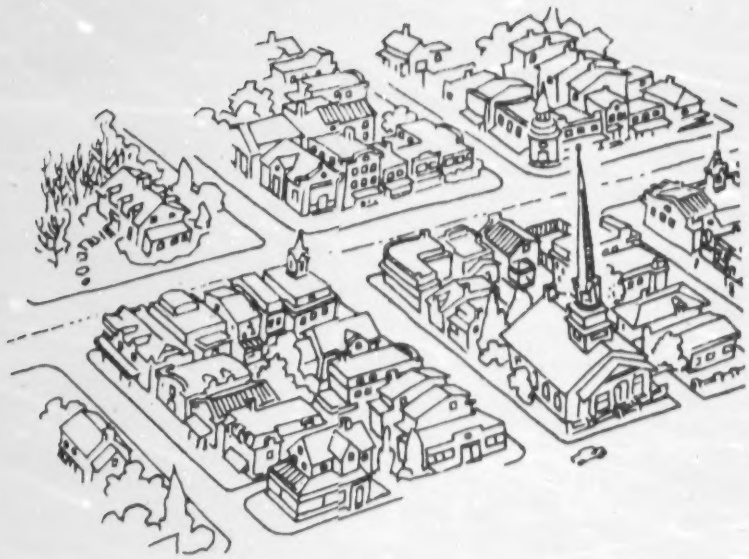
S *Scores* which describe the process leading to the performance.



Plans from which buildings are built are scores.
Music is composed and recorded by scores.
Mathematics is a score.
Concrete poems are scores.
Stage directions for a play is a score, as it is written dialogue itself.
A shopping list is a score.
A football play is a score.
The choreography of dance can be determined by a score.
Navajo sand paintings are scores.
The intricacies of urban street systems are scores as are the plans for transportation systems and the configurations of regions.
Construction diagrams of engineers are scores.
$E = MC^2$ is a score.

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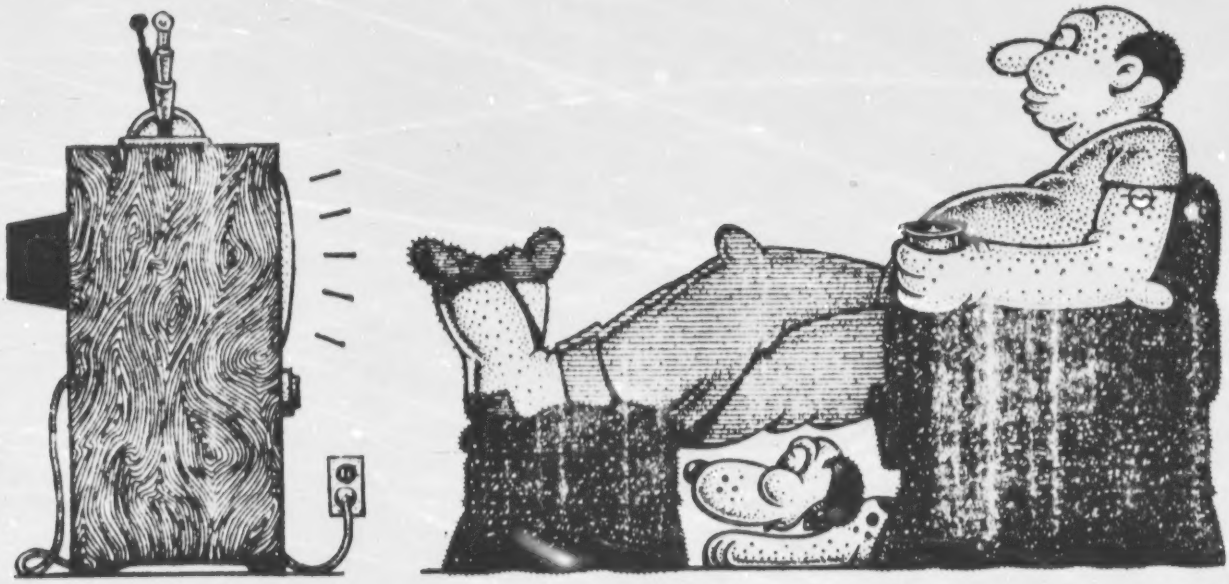
PERFORMANCE

People have resources, possess valuactions, and design scores. However, the performance is where the action is. Examine the performances pictured below, and reflect upon what they imply about life-styles. If you don't like these, find pictures of performances which you do like and which tell how you really want to live.



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COMMUNITY
PLANNING

ALTERNATIVE WAYS OF PERFORMING LIFE*

Instructions and descriptions of eight different Lifestyles removed to conform with copyright laws.

*Rodney F. Allen, Carmelo P. Foti, Daniel M. Ulrich, and Stephen Woolard. Deciding How to Live on Spaceship Earth (Winona, Minnesota 55987: Plover Books, 1973), pp. 131-134.

00061

COMMISSARY COOK BOOK

BIG BEND RECIPES FROM
THE PIONEER FARM AT THE
TALLAHASSEE JUNIOR MUSEUM

Prepared by:

JESSIE CONRAD
DOROTHY JOHNSON
DONNA JOHNSON MOORER
BETTY MCCORD

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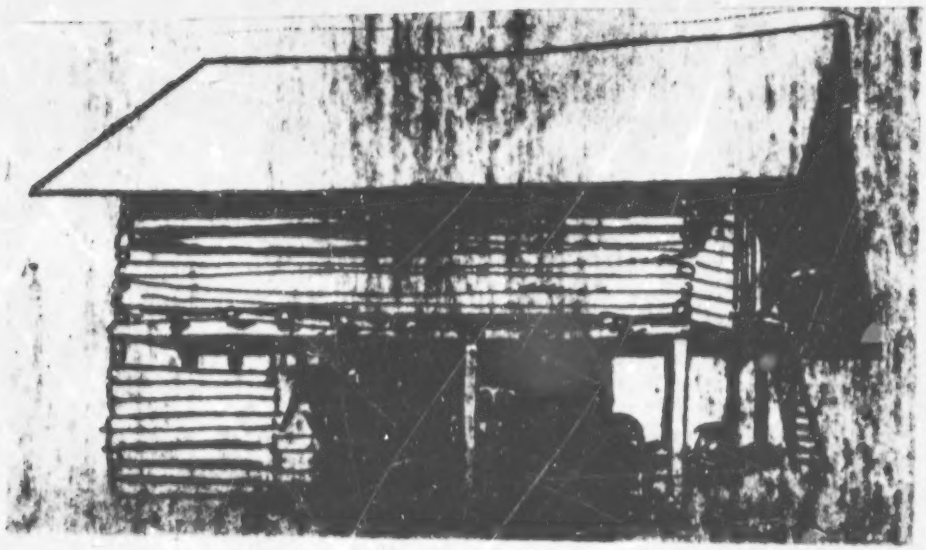
Origin of the Big Bend

Twelve of the 13 counties that make up the Big Bend came from the division of Jackson county, which was carved out of Escambia in 1822, to include all of the Territory of Florida east of the Choctahacha to the "Suwaney" river. In 1823 Gadsden was created out of Jackson to include all the area between the Suwannee and Alapaha on the east and the Apalachicola on the west. From land in Gadsden came Leon in 1824, from which came Jefferson in 1827 and Wakulla in 1843. Madison was carved out of Gadsden in 1827, and Taylor and Lafayette were divided from Madison in 1856. Franklin in 1837 and Liberty in 1838 were separated from Gadsden. Calhoun was formed out of Jackson in the same year of 1838, and Gulf became the youngest county in the Big Bend in 1925. Suwannee is the one county in the Big Bend which does not owe its origin to Jackson, having been divided in 1858 from Columbia county.

The area came to be noted for its crops of cotton, tobacco, peanuts, sweet potatoes, corn, and sugar cane.



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Gopher Legend

A generation or so ago, gophers or land turtles were an important item in the system of barter and exchange in many sections of the Big Bend.

Because of its chicken-like flavor, gopher meat was considered a delicacy -- particularly by the fishermen of St. Marks, who welcomed a change of diet.

In the Madison area, gophers were collected, saved for months, and carried in wagons to St. Marks. There, where gulf water was boiled to obtain salt, fish were salted down and carried back to Madison to be given to the people who had sent gophers.

Calhoun county settlers say gophers were kept in pens. Children would be sent to the store with a 25¢ gopher and would return home with 10¢ worth of merchandise and a 15¢ gopher in change!

Jenny's Big Bend Hush Pups

1 cup flour, 1 cup coarse meal, 2 eggs, 4 tsp baking powder, 1 onion chopped fine and milk enough to make thin batter. Drop from teaspoon into very hot deep fat.

Madison Swamp Cabbage and Oysters

Cut crosswise the tender parts of two or three Sabal palm hearts. Put in heavy boiler with 1/4# butter or margarine and salt and pepper. Cover tightly and cook until just tender. Add 1 pint oysters, cook until oysters are done and add 1/2 pint sour cream. Heat, add a little butter and serve.

Curing Meat (Pork)

To 100# meat make the following brine:

10# salt, 2 oz. pepper, 2 oz. soda, 2 1/2# brown sugar, 2 oz. salt peter.

Make brine strong enough to float a fresh egg. Do not add pepper until after boiling and skimming brine.

Pack meat in barrel and pour brine over it cold. Weight meat down so it will be well covered.

Let stand 2 or 3 weeks.

Reboil brine and skimm. Cover meat again and in 2 weeks longer hang and smoke with hickory.

Susie Eppes' Tea Cakes

1 cup sugar, 1 cup butter, 1/2 cup milk, 1 teaspoonful vanilla, 1 heaping teaspoon of baking powder, two eggs. Work in enough flour to make a nice dough.

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Eve's Sweet Wafers

1 cup flour, 1/2 cup sugar, 1 T butter, 1 egg, milk to make thin batter. Bake in wafer irons and roll while hot and soft.

Sand Pear Mince Meat

Pears 7 lbs; raisins, 1 lb; nuts, as many as you like; 2 T cinnamon, 2 T nutmeg, 2 T cloves; 1 cup vinegar; 1 t salt. Grind, mix, cook until done and make pies.

Susie's Peanut Pie

9 tablespoons cane syrup, 6 tablespoons vinegar, 1 1/2 tablespoons flour, 1/2 teaspoon cinnamon, 1/4 of a nutmeg--grated, butter the size of a walnut, 1 1/2 cups roasted (not salted) peanuts.

Moisten the flour with the vinegar, add it to the molasses; mix until smooth, then add the spices and the butter, melted. Add peanuts. Line a deep pie dish with plain pastry, fill with this mixture and bake in a quick oven for thirty minutes.

To Exterminate Cockroaches

Poke-root, boiled in water and mixed with a good quantity of molasses, set about the kitchen, the pantry, etc., in large deep plates, will kill cockroaches in great numbers and finally rid the house of them.

Recipe for Permanent Whitewash

To 1 bushel lime, 20 pounds rocksalt, 17 pounds Spanish whiting, 12 pounds brown sugar. To be laid on thin, in three coats. The above quantity will cover 600 square feet, 3 coats, and will require about 50 gallons water.

Deviled Crab - St. Teresa

3 cups crabmeat, 1 tbs chow chow pickle, chipped very fine, 2 well-beaten eggs, 1 cup very fine dry bread crumbs, 3 tbs butter, salt and pepper to taste, 1 1/2 tsp Worcestershire sauce, 2 tbs cream.

Mix crabmeat, bread crumbs, chow chow, butter in bowl. Beat eggs, cream, salt, pepper, Worcestershire sauce and add to mixture in bowl. Save out enough bread crumbs to cover meat mixture after putting in shells or baking dish. Over top pour some melted butter. Bake in hot oven.

Potato Pone

Grate 3 good-sized sweet potatoes. Sweeten to taste with molasses or sugar, 3 eggs, 3 heaping tablespoons flour, a lump of butter or lard size of an egg, adding any flavoring preferred. Bake slowly a long time in a shallow pan. If this is not good then say I am no cook.

Nov. 29th, 1876
Genl. T. F. Collins

Mint Punch (200 punch cups)

2 doz. qt bottles ginger ale, 8 doz. lemons, 24 cups sugar, 24 handfulls mint. Slice and cut fine 1 dozen lemons and squeeze the juice from balance, to which add sugar and crushed mint. Let stand 2 or 3 hours. Strain through mosquito netting. Add ice and ginger ale just before serving.

Jack's Gator Steak

Catch a gator, skin, cut back of hind legs, using all of tail except the tip. Cut meat into steaks or strips, salt, pepper, dip in flour, fry in deep hot fat. The flavor resembles a pork chop.

May's Cheese Grits

Cook one cup grits for ten minutes in two cups water. Add 1/4 pound grated yellow cheese, 1/2 stick butter and two cups milk. Stir well, put in greased baking dish and bake 30 to 40 minutes in 350 degree oven.

Clem's Rx for Curing Hides

1st double hide once and put in enough water to cover.

Take yellow jasmine root about size of a finger and drop in water with hide. Also 1 drachm Chlor-Pot. Cover for 24 hours. Then rub hide good in above and pour out same.

2nd take Chlor-Pot 1/2 lb with water enough to cover and let stand 12 hrs. and treat as in 1st case. Then hang up hide in a good shade. This sets the hair.

3 take 1 3/4# salt, 3/4# alum to each gallon of water. Boil for half an hour and pour in barrel when cool. Then put in hide and stretch well once a day for 3 days. Then cover barrel tight and let hide remain for two or three weeks. Then take hide out and hang in shade for 24 hrs. Then curry.

Aunt Lala's Gopher Stew

Get a good-sized gopher.

Let him stand 10 minutes after decapitating, and prying out of shell. Soak hide-covered parts in scalding water until hide peels off. Then cover all meat with water and let stand at least four hours.

Next, parboil meat with 1 tsp baking soda for 10 minutes, drain, rinse in hot water, cover again with hot water, salted, and cook until meat is tender.

Brown medium-sized diced onion in bacon grease and put into stew pot with 1 can tomatoes, 1/4 tsp cloves, 1/2 tsp allspice and Datil or other hot peppers to taste. Add meat when tender, and water to cover. Brown flour in frying pan and add water enough to make a thick brown paste. Put into stew pot, salt and pepper to taste and cook about 30 minutes. Let stand 30 minutes without heat then serve, reheating if necessary.

--Mike Beaudoin

Wine Sauce for Venison

Take half a pint of the liquor in which the meat was cooked; when boiling, put in pepper, salt, currant jelly and wine to your taste; add a teaspoonful of scorched flour mixed with a little water.

Venison Gravy

Boil the rough pieces of venison with a little mutton, beef, or any other kind of meat, nearly all one day; then let it rest quietly over night, taking off the fat in the morning; then thicken it with scorched flour; add spices and sugar to taste, with as much wine as you please.

Savannah's Pear Pie

Sprinkle two tablespoons flour on pie crust dough lining large pie pan. Fill pan with thinly sliced peeled Sand Pears. Cover fruit with a cup of sugar, dots of butter and four slices of lemon. Bake in moderate oven about two hours.

Mrs. Eppes' Cucumber Pickles

Use small cucumbers, say 2 to 2 1/2 inches in length. To each 100 cucumbers allow 1 oz. white mustard seed, 1 oz. cloves, 1 tablespoonful of salt, 1 cup brown sugar and two small red peppers or 3 Ruby King peppers sliced lengthways. Put the spices in muslin bags and lay between the cucumbers in a preserving kettle, place on the stove,

first pouring over them enough good vinegar to cover them. Heat as slowly as possible. When it reaches the boiling point put the cucumbers in jars and pour the vinegar over them, covering closely with several folds of cloth. In two weeks they are ready for use. If you use mixed spices, pound well and use two heaping teaspoonfuls to each 100 cucumbers, omitting the spices already mentioned.

Pickled Oysters

Fish out the oysters with a fork; put them on to stew with salt to season them; pour them in a cullender to drain; then make a strong salt and water to wash them in; after being washed perfectly clean, put them in a stone jar. Strain the liquor in which they were stewed through a cloth; add spices, about one tablespoon of black pepper, mace, allspice, cloves and a little ginger. Put it on the fire and boil until the liquor is well flavored; then when about milk warm pour to the oysters and let stand twenty-four hours; then add vinegar to your taste. This quantity of spice is for a gallon.

Molasses Cake

Four eggs, 4 cups flour, 1 cup of butter, 1 cup of buttermilk or cream, 2 cups of molasses and 1 cup of sugar. Season with spice. Eggs should be beaten separately.

--Grandma's recipe

Syrup Pie

4 eggs, 1 teacup brown sugar, 1/2 nutmeg, grated, 1 tablespoon butter, 1 1/2 teacups Florida cane syrup, a generous pinch of salt - add this to egg whites before beating.

Have syrup warm - pour onto the well-beaten egg yolks - add butter, sugar and last, stiffly beaten egg whites.

Pour onto pastry which has been baked a few minutes in hot oven. Be certain that there are no holes in pastry. Bake pies in little more than medium oven until firm enough to cut. Serve cold.

This will make two medium sized pies.

--Bradfordville, Fla., 1866

Elmer's Sassafras Tea

3 sticks sassafras 4 inches long, 1 cup water to each stick. Bring to boil. Simmer 1 hour. Add sugar and cream to taste.

To Reduce the Flesh

A strong decoction of sassafras, drank frequently, will reduce the flesh as rapidly as any remedy known. A strong infusion is made at the rate of an ounce of sassafras (ground) to a quart of water. Boil it half an hour very slowly, and let it stand till cold, heating again if desired. Keep it from the air.

Aunt Susan's Recipe for Yeast Cakes

1 quart of meal - 1 pint of flour - 1 teacup of white sugar. Put the meal and sugar in boiling water until about as thick as mush. Beat it until it is cool. Then add the flour and a tablespoonful of good yeast. Put it aside some three or four hours. Then add a little more meal - enough to make it into cakes and dry in the shade.

St. Teresa, Fla., Oct. 9th, 1877

Sailor's Duff

1 cup of sugar - 1 qt flour - 1 cup of sweet milk - 1/2 cup of lard - 1 cup of raisins - 3 eggs - 2 teaspoons of sea foam. Put into a floured bag and boil about three hours.

Capt. Burrough's recipe

THE FARM HOUSE

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The Tallahassee Junior Museum was established in 1962 on a site outside the city near Lake Bradford to provide the community a learning center for early Florida's pioneer history and environmental studies. Most of the Museum's education programs have been youth-oriented (in 1972-73 over 26,000 school children visited the Museum), yet the exhibits, wildlife, pioneer farm and nature trails have a tremendous appeal for the entire community.

The fifty acre site preserves the natural flora and fauna. The nature trails meander over forty acres of flowers, open fields and forests. Large oaks provide a canopy of shade and boardwalks over cypress swamps hold a special fascination for visitors. Birds are seasonally abundant. Small mammals are kept in an animal compound where they are used for study. Other creatures like the white-tailed deer, bald eagle, black bear, and waterfowl are exhibited in large natural habitats which allow them relative freedom. The Museum plans to have most of its animal collections in natural habitats as funds become available.

The Museum's "Big Bend" pioneer farm is authentic. The buildings were built in the 1880s at Hosford, about forty miles west of Tallahassee. Only the smokehouse and the blacksmith shop were reconstructed--and then, old materials were used. The farm area is enclosed by a split rail stake-and-rider fence also moved from the original farm site. The farm animals are typical of those found in early Florida barnyards.

The main Museum buildings house changing exhibits on natural science, history, social sciences, art and music. The Natural Science Building features diaramas on birds, a bird viewing window, and the Museum's collection of live reptiles.

The Tallahassee Junior Museum is a tremendous community educational facility for the Tallahassee area and represents a substantial investment of time and capital by members of the community. At a time when the community is very concerned about environmental quality--demanding increased planning and protective ordinances--the museum offers the place and the resources for community-wide environmental awareness and education programs.

For additional information, contact:

Sam W. Kates, Director
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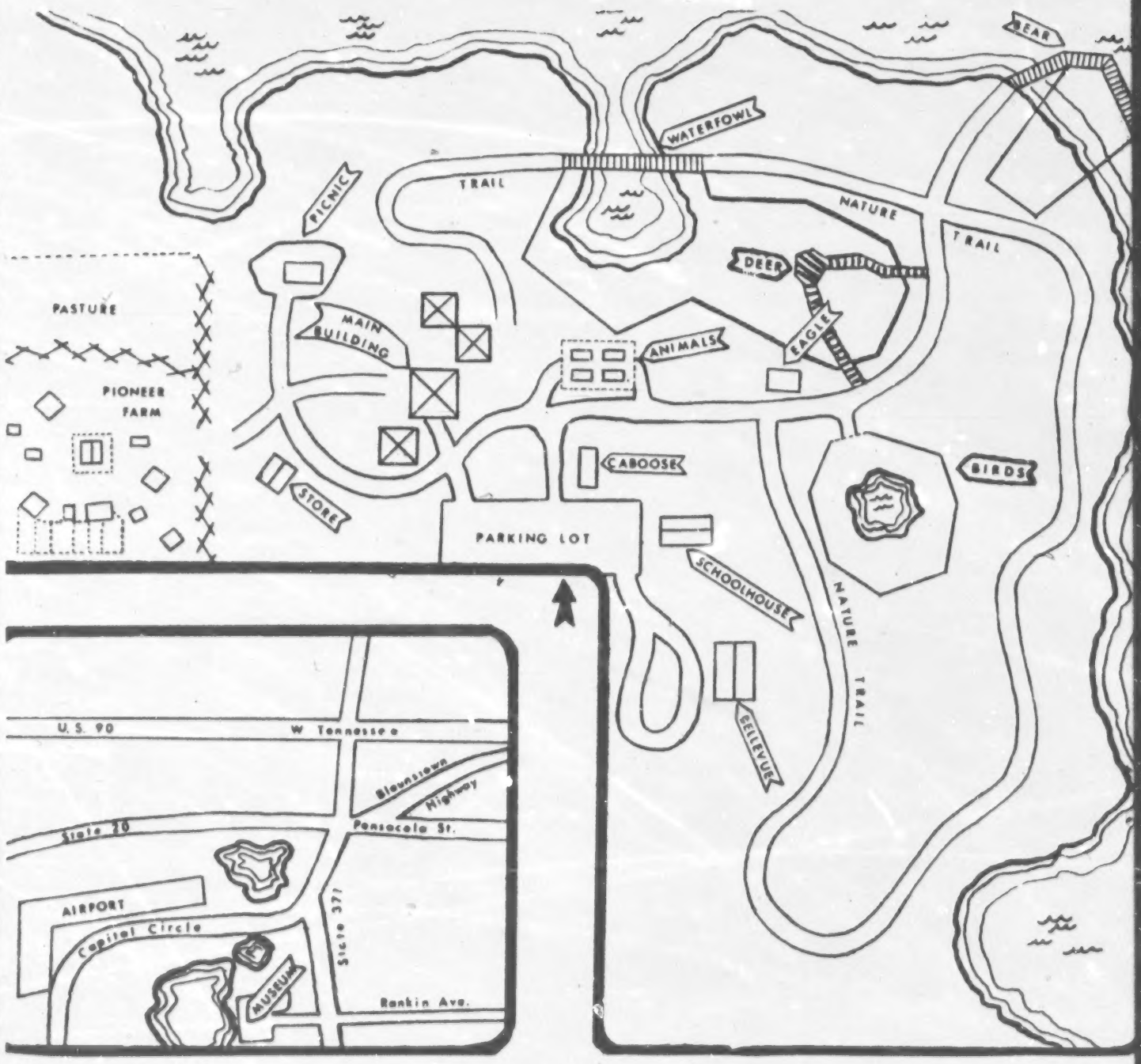
tallahassee junior museum



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